DOCUMENT RESUME

ED 221 432 SO 014 254

AUTHOR Pfau, Richard H.
TITLE Education Skills Training Project-Nepal: Final Report and Process Evaluation.
INSTITUTION Connecticut Univ., Storrs. Inst. of Public Service.
SPONS AGENCY Agency for International Development (Dept. of State), Washington, D.C.
PUB DATE Sep 81
CONTRACT AID/ASIA-C-1209
NOTE 121p.; Appendix A is marginally legible.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Comparative Education; Educational Finance; *Educational Improvement; Educational Opportunities; Educational Planning; Elementary Secondary Education; Foreign Countries; *Foreign Students; *Graduate Study; Higher Education; International Programs; Program Descriptions; Program Evaluation; Relevance (Education)
IDENTIFIERS *Nepal

ABSTRACT

A training project conducted by the University of Connecticut (UCONN) to help educators in Nepal improve their educational system is described. The report comprises a summary, background information, a description of the project as carried out, and discussion of evaluation activities and results. Specific objectives were to help the Nepalese improve their educational planning and financing procedures, identify and test innovative and cheaper alternatives for expanding educational opportunities, and develop a more rational educational system. These objectives were accomplished by providing M.A. degree and nondegree graduate-level training at the university to 24 Nepalese. Short term training was also provided by university faculty for 126 educators in Nepal itself. The training program had some unique components. For example, UCONN faculty met with the M.A. degree participants before their studies began in the United States. Special orientation activities were conducted. There was a continuous emphasis on relating studies at the university to each participant's work in Nepal by conducting seminars and having each student complete an applied project which responded to an area of need in his or her organization in Nepal. The students visited U.S. schools. Tutorial assistance was provided and social activities were sponsored. Several evaluation activities were conducted throughout the project. All components of the program were successful except the one-semester nondegree program, which had mixed results. (RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED221432

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Richard H. Pfau
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EDUCATION SKILLS TRAINING PROJECT - NEPAL:
FINAL REPORT AND PROCESS EVALUATION

Contract No. AID/ASIA-C-1209

Prepared by:

Richard H. Pfau

Participant Advisor and Seminar Leader

Approved by:

John S. Tabor
Project Manager

John W. Brubacher
Academic Advisor

University of Connecticut
Storrs, Connecticut 06268
U.S.A.
Institute of Public Service

SP 014 254

September 1981

PREFACE

This report describes a skill training project for educators from the Kingdom of Nepal conducted by the University of Connecticut under contract with the U.S. Agency for International Development. The project was designed by John S. Tabor, Director of the University's Public Management Development Program, and by John W. Brubacher, Chairman of the Department of Educational Administration. Full credit should be given to them for the project's basic conceptual structure and implementation.

Richard H. Pfau

TABLE OF CONTENTS

		Page
I.	SUMMARY	1
II.	BACKGROUND	
	Introduction	5
	Project Purpose	8
	Project Administration	9
III.	THE PROJECT AS CARRIED OUT	
	The Program's Context in Connecticut	10
	Overview of Project History (1977-1981)	11
	Participants and Faculty	15
	Unique Components of the Project	15
	Visits to Nepal by UCONN Faculty	
	Learning Needs Analysis	
	Participant Projects	
	Nepal Seminar	
	Faculty Advisory Committee	
	Orientation Acitivites for Participants and Faculty	
	Tutorial Assistance	
	Internship/Practicums	
	Personal Attention and Advising	
	Social Activities	
	Type of Training Conducted	32
	M.A. Degree in Education	
	One-Semester Non-Degree Program	
	"Special" Four-Month Program	
	Two-Semester Non-Degree Program	
	Seminars in Nepal	
	Project Funding and Expenses	39
IV.	EVALUATION ACTIVITIES AND RESULTS	
	Evaluation Activities Conducted	44
	The Success of Training Conducted	45
	M.A. Degree Training	
	One-Semester Non-Degree Training	
	Special Non-Degree Training	
	Two-Semester Non-Degree Training	
	Seminars in Nepal	

TABLE OF CONTENTS (Continued)

Page

Usefulness of Specific Training Components 52

Orientation Activities 52

Faculty Visits to Nepal
Visits to U.S. Schools
Introduction to the UCONN Library System
Introduction to Term Paper Writing
Orientation in Washington, D.C.

Academic Activities 54

Coursework at UCONN
Nepal Seminar
Applied Project
Tutorial Assistance and Supplemental Instruction
Internship Experience
Independent Studies
Public Management Development Program Studies

Help from Advisors 59

Participant Advisor/Seminar Leader
Advisor for Area of Specialization

Social Activities 61

Meals at Faculty Homes
Trips Around Connecticut

Other Activities 61

Learning Needs Assessment
Housing in Storrs
First UCONN Planning Visit to Nepal (February 1977)

Unintended Outcomes 63
Financial Considerations 65

APPENDICES:

A. LEARNING NEEDS IDENTIFICATION FORM 67

B. PARTICIPANT PROJECTS 75

C. GUEST SPEAKERS AND TOPICS OF DISCUSSION 79

D. ORIENTATION PROGRAM FOR NEPALESE PARTICIPANTS . . 81
(10 August to 5 September 1980)

E. INTERNSHIP AND PRACTICUM EXPERIENCES 86

F. COURSES OF STUDY 88

G. SEMINAR AND WORKSHOP TOPICS IN NEPAL 97

TABLE OF CONTENTS (Continued)

	Page
H. USEFULNESS OF UCONN COURSES: AS INDICATED BY "FEEDBACK FORM" RESPONSES	99
I. SUMMATIVE EVALUATION RESPONSES CONCERNING COMPONENTS OF THE PROJECT	105
BIBLIOGRAPHY	112

I. SUMMARY

This report describes a training project for Nepalese educators conducted by the University of Connecticut under a $678,000 contract with the U.S. Agency for International Development (USAID). This "Education Skills Training Project" was developed by USAID and His Majesty's Government of Nepal

> for the purpose of assisting the Government of Nepal (HMG) to strengthen the capacity of the Ministry of Education, the National Education Committee, and supporting educational and planning organizations to develop and manage a cost effective educational system with special reference to improvement of planning and financing procedures, improved methods for identifying and testing innovative and cheaper alternatives for expanding educational opportunities, and a more rational system for testing and evaluation. (AID Contract, 1977)

This purpose was accomplished mainly by providing M.A. degree and non-degree graduate level training at the University of Connecticut to Nepalese who specialized in the following areas:

Testing and Measurement (2 persons)
Educational Research (1 person)
Educational Planning (4 persons)
Economics of Education (4 persons)
Educational Innovation (4 persons)
School Finance (2 persons)
Educational Statistics (1 person)
Vocational Education (1 person)
Educational Administration (5 persons)

In addition, short term training was provided by UCONN faculty in Nepal.

By the end of the project, the following numbers of persons had

received training:

13 persons completed M.A. degree studies (16 months each)

5 persons completed a Two-Semester Non-Degree Program (August 1980 - May 1981)

2 persons completed a Special Four Month Program for senior Nepalese educators (August - December 1980)

4 persons participated in a One-Semester Non-Degree Program (January - May 1980)

126 persons received training in Nepal (for 2 weeks each)

The training provided included a number of activities which are not usually a part of foreign student graduate studies conducted at U.S. universities. Relatively unique components included:

1. Visits to Nepal by UCONN faculty to meet with M.A. degree participants before their studies began in the U.S.A.
2. A systematic analysis of individual participant learning needs.
3. A continuous emphasis on relating studies at the University to each participant's work in Nepal (accomplished partly by conducting a continuing "Nepal Seminar" dealing with education in Nepal, and by having each long-term participant complete an applied project which responded to an area of need in his or her organization in Nepal).
4. Special faculty assistance and attention provided by School of Education faculty advisors and by a specially hired full-time faculty member knowledgable about Nepalese education.
5. Special orientation activities including (a) a systematic introduction to living in the U.S.A., (b) visits to schools in Connecticut, (c) the development of competencies in use of the University's library system, and (d) an introduction

to techniques of writing professional papers.

6. Tutorial assistance and special preparation for difficult courses (such as statistics).
7. Internships and practicums at other institutions in areas related to participant specialization.
8. Social activities including regular meals at faculty members' homes and trips to places of interest in and near Connecticut.

A variety of evaluation activities were also conducted throughout the project. These indicated that the M.A. Degree Program, the Special Program for senior Nepalese educators, the Two-Semester Non-Degree Program, and the training conducted in Nepal were successful. Such training can profitably be conducted in the future. However, the One-Semester Non-Degree Program had mixed results, and may not be worth repeating.

Analysis of specific training components indicated that the following were viewed by participants as especially useful activities: visits to U.S. schools, introductions to the University library system and to the writing of professional papers, orientation activities arranged by USAID in Washington D.C. for M.A. degree participants, coursework at UCONN (in most cases), the Nepal Seminar, the applied project, tutorial assistance and supplemental instruction provided, the internship/practicum experience, Nepalese and American meals at faculty members' homes, help from the faculty major advisors, and help provided by the full-time Nepalese education specialist.

The costs to USAID of the training provided (including international and domestic travel, participant stipend, instructional materials, and instructional delivery), were as follows, for each participant:

M.A. Degree Program	$31,000 to $41,000
Two-Semester Program	$23,000
Special Program	$13,000
One-Semester Program	$10,500
Training in Nepal (2-week)	$ 400

Costs per participant can be reduced in the future by increasing the number of persons being trained in a particular program at any given time.

II. BACKGROUND

Introduction[1]

Nepal, like most other third and fourth world countries, is actively pursuing programs of social and economic development. Her national planners consider key ingredients for this development to be financial resources, physical materials, skilled manpower, and efficient administration (Nepal: The Fifth Plan, 1975, p. 31). As in other countries, these resources are scarce for a number of reasons. Nepal's almost complete political isolation from the rest of the world until 1951, undoubtedly contributed to many of her shortages.

Partly in order to meet national manpower needs and partly in order to meet the demands of her 14 million people, formal education activities increased greatly after 1951. The number of primary schools in the country grew from 321 in 1951 to over 9,000 schools by 1978 (Aryal, 1970 , p. 39; Education Statistics, 1979). The number of secondary schools also increased from 11 in 1951, to over 3,000 by 1978. In addition, a university was established, a national curriculum development center created, and planning for educational development increasingly was systematized and aimed at supporting national development plans such as her National Education System Plan (1971) and her five year plans (Nepal: The Fifth Plan, 1975; Basic Principles of the Sixth Plan, 1979).

However, skilled manpower is still at a premium in Nepal. There were and still are shortages of medical doctors, nurses, engineers,

---

[1]This section is based upon an article by John W. Brubacher and Richard H. Pfau, "Skill Development for Nepal (or What Can an American University Provide a Himalayan Kingdom?)," UCEA Review, Vol. 19, No. 3, February 1978, pp. 7-11.

agriculturalists, foresters, surveyors, as well as other types of "middle-level" and "higher-level" manpower (National Education System Plan, 1971, p. 3). More and more the education system has been asked to supply such manpower, but the education system itself lacks skilled persons needed to help it function to the extent and efficiency needed.

Although Nepal has had national high school leaving examinations for a number of years, has tried to introduce admission tests to her colleges, and has introduced widespread primary school testing in her 75 districts, in 1977 she had only one or two persons formally trained in test construction. While a general concern exists about how to finance educational expansion, there was (and still is) not the expertise necessary to carry out the economic and related analyses required for sound educational planning (Project Paper, 1976, p. 5). Although the country's educational leaders are aware of the need for trained manpower and are diverting scarce resources to help ensure that the needs for skilled manpower are met, the entire country in 1977 had, perhaps, one person with some formal training in manpower planning. Although there is a need for the development of new educational programs to meet the unique conditions of Nepal, only a few persons within the country have the background to systematically plan, develop, and evaluate new programs and procedures. In addition the effects of shortages such as these are compounded by a general lack of trained educational administrators within the country (Shrestha, 1977, p. 27).

In short, Nepal found herself without enough trained personnel to develop and translate national plans and aspirations into the kind of education system it wanted and needed (Project Paper, 1976, p. 5).

The idea for this project came from Nepal's Ministry of Education,

which realized that many urgent and special training requirements were not being addressed, and from Dr. Arthur Coladarci, Dean of Stanford University's School of Education and a USAID Consultant, who believed that the shortage of adequately trained Nepalese educators in certain areas was a serious constraint on developing a better, more cost-effective Nepalese education system (Project Paper, 1976, p. 3).

Shortages which existed were partly due to a lack of advanced training programs in certain skill areas within Nepal, and partly due to the nature of educational training previously provided to Nepalese by foreign aid donors. That is, educational training provided in the past had been in fields related to specific project activities, but not to overall educational planning and administration (Project Paper, 1976, p. 3). This present contract was designed to provide training in these and other related priority areas which had previously been ignored.

By May 1976, the basic rationale and outline of the project had been established and expressed in a USAID Mission "Project Paper." Shortly thereafter formal agreement was reached between His Majesty's Government of Nepal and USAID concerning the project.

During August 1976, USAID sent a "Request for Technical Proposal" to a number of universities in the United States which might have been able to conduct the training needed. The University of Connecticut (UCONN) responded to this request by providing a detailed "Technical Proposal" during September 1976. A team of Nepalese and USAID officials visited universities which had submitted such proposals, and afterwards during the winter of 1976, UCONN was awarded a contract to provide the services requested and proposed. This contract became effective on

1 January 1977.

Project Purpose

According to the USAID "Logical Framework" for this project, the broad program or sector goal to which the project was to contribute was:

> To expand education opportunities in Nepal for the rural poor in terms of underlying objectives of the National Education System Plan (NESP).(Project Paper, 1976, Annex A)

More specifically, the project called for providing long term academic training in the USA and short term training in Nepal in such a way as to achieve the project's purpose (Project Paper, 1976, p. 2 and Annex D). As specified in the Contract between the University of Connecticut and the U.S. Agency for International Development, assistance was to be provided:

> for the purpose of assisting the Government of Nepal (HMG) to strengthen the capacity of the Ministry of Education, the National Education Committee, and supporting educational and planning organizations to develop and manage a cost effective educational system with special reference to improvement of planning and financing procedures, improved methods for identifying and testing innovative and cheaper alternatives for expanding educational opportunities, and a more rational system for testing and evaluation. (AID Contract, 1977)

Such assistance was to be consistent with the program agreement (Pro Ag) reached between His Majesty's Government of Nepal and the Government of the United States.

Major areas of concentration for academic training to be provided in the USA were the following:

> Educational planning
> Educational economics
> Educational innovation (non-formal, adult, technology)
> Educational research
> Educational testing and measurement
> Curriculum and teaching method evaluation
> (AID Contract, 1977)

In addition, University consultants were to travel to Nepal during summers in order to conduct seminars and workshops, to meet with candidates nominated for studies in the USA, and to serve in other capacities as mutually agreed upon.

PROJECT ADMINISTRATION

Administration and direction of the project was to be provided from Nepal by a Ministry of Education official appointed as Project Director by the Secretary of that ministry. The Human Resources Development officer of USAID/Nepal was to serve as USAID's representative to the project (Project Paper, 1976, Annex D, p. 2). The direct role of USAID, however, was to be minimal (Project Paper, 1976, p.15).

At the University of Connecticut, key personnel specified in the contract agreement with USAID were John S. Tabor, who was designated as the Project Manager, and Dr. John W. Brubacher, who was designated as Project Academic Advisor. The Project Manager was to generally coordinate aspects of the project, oversee project finances, and serve as the major contact between the University and the Ministry of Education and USAID. The Academic Advisor was to oversee academic components of the project.

As will be seen, other University personnel supporting the project were to include members of a specially constituted Faculty Advisory Committee, a Participant Advisor/Seminar Leader, an administrative assistant, and a typist.

III. THE PROJECT AS CARRIED OUT

The Program's Context in Connecticut

The University of Connecticut (UCONN) is a state university serving 25,000 students at 11 campuses located throughout Connecticut. The University's main campus is located at a place called Storrs in Eastern Connecticut. Storrs is about 30 minutes drive from Hartford, the state capital (population 153,000) and about 10 minutes from the smaller city of Willimantic (population 15,000). The city of Boston is located about 1 1/2 hours drive to the east, and New York City is located 2 1/2 hours away by bus or car to the southwest.

UCONN is a major university with most of the graduate and undergraduate offerings that a U.S. institution its size provides. The main library at Storrs contains over 1,300,000 volumes, an additional 1,000,000 items on microfilm, and subscriptions to 12,000 journals and magazines (UCONN Bulletin, 1980, p. 2). It has an extensive collection of U.S. and international government publications including United Nations documents, and is able to acquire almost any publication available in the USA.

The main campus at Storrs also contains many other facilities including recreation facilities, a student Health Center, and an International Center which is the focal point for many international programs and services for students. The International Center is open nearly every day and evening for use by individuals and groups. Its facilities include a lounge, reading room, recreation room, conference room, kitchen, and staff offices. Services include recreational trips to places in the

northeastern United States, dance instruction, orientation activities, and a host-family program (Almanac, n.d., p. 45).

The University's School of Education is also located at Storrs. It provides mostly graduate level education to about 1,600 students and has a faculty of 80 persons. The School's offerings include a modest international component led by several faculty with extensive international experience. The Chairman of Educational Administration, the "home department" for Nepalese participants who studied at UCONN, served as a school teacher in Beirut, Lebanon.

The Institute of Public Service (IPS International), which along with the School of Education was the other major part of the University participating in this project, is located at a campus in the city of Hartford. With six permanent faculty and 29 adjunct faculty, IPS International provides a number of types of applied training for midcareer public administrators from developing countries. This part of the University was begun under the sponsorship of USAID in 1961, and since then has provided training to over 2,000 persons.

The main campus at Storrs is a rural campus. Unlike most universities its size, it does not have a large town or city directly associated with it. Within walking distance are one movie theatre, one drug store, about 10 eating places, and less than 10 other shops. However, large shopping centers and the City of Willimantic are located a short drive away. Before 1980, bus service to and from the University operated 3 days a week. Now, such service is available on a daily basis to shopping centers and cities.

Overview of Project History (1977-1981)

As indicated before, the contract to conduct this project awarded

by the U.S. Agency for International Development to the University of Connecticut became effective from 1 January 1977.

During February 1977, UCONN's Project Manager, John Tabor, and Dr. Herbert Sheathelm, a member of the project's Faculty Advisory Committee and an educational planning specialist, visited Nepal in order to review the first year's training plan, help establish selection criteria for participants, identify and acquire publications about Nepal and her educational system, and to otherwise help initiate the project.

During May 1977, the University hired Richard H. Pfau to be the project's Participant Advisor and Seminar Leader. Later that same month, a two-day orientation program was held at UCONN to introduce participating faculty to Nepal, her culture, people, and education system. Shortly afterwards, Dr. John Brubacher and Richard Pfau went to Nepal, where they met with Nepalese officials and the first group of participants nominated for training at Connecticut. These UCONN faculty also conducted the first of a series of summer seminars and workshops for Nepalese educators. Other seminars were conducted in Nepal by UCONN faculty during June 1978 and June 1979 (as explained in more detail later).

The first group of M.A. degree participants, consisting of six persons, came to the University for studies during September 1977, and stayed for 16 months. Other M.A. degree participants came for studies during September 1978 (five persons), and January 1980 (two persons).

An evaluation visit to the University during May 1978 by several Nepalese officials led to the introduction of non-degree studies into the project, lasting for from four to ten months. The first group of four participants came for non-degree studies in January 1980, and stayed until May 1980 (i.e., for one semester). These were followed by two

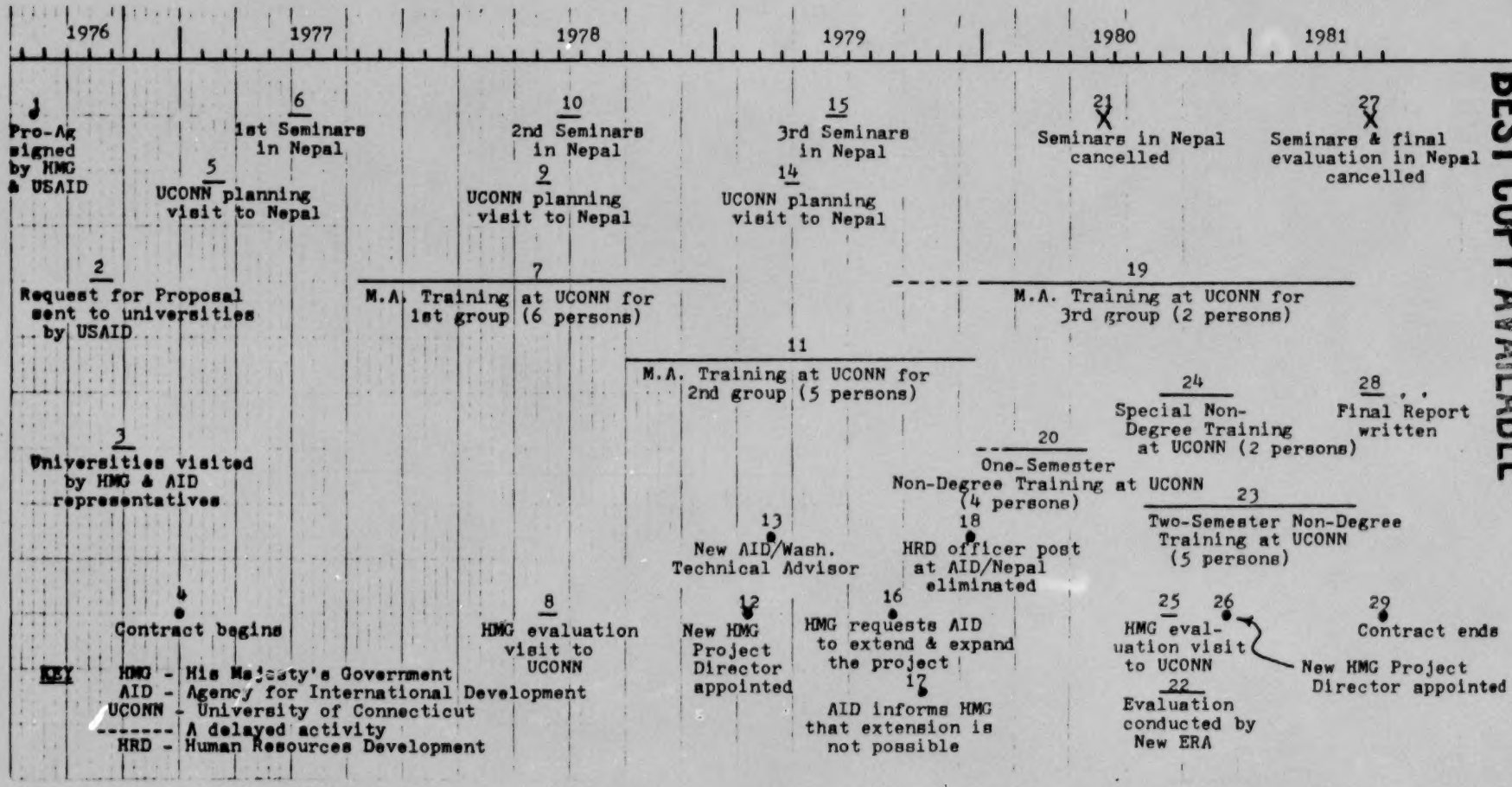
persons who came for a special four-month program which began during August 1980, and by five persons who came for a ten-month (two semester) program of studies which began somewhat earlier that same month.

By May 1981, all participants had completed studies at the University. On 30 June 1981, the contract formally ended.

These and other project-related events are shown in Figure 1

Figure 1

TIME LINE OF EDUCATION SKILL TRAINING PROJECT EVENTS


1976
1977
1978
1979
1980
1981
1 Pro-Ag signed by HMG & USAID
2 Request for Proposal sent to universities by USAID
3 Universities visited by HMG & AID representatives
4 Contract begins
5 UCONN planning visit to Nepal
6 1st Seminars in Nepal
7 M.A. Training at UCONN for 1st group (6 persons)
8 HMG evaluation visit to UCONN
9 UCONN planning visit to Nepal
10 2nd Seminars in Nepal
11 M.A. Training at UCONN for 2nd group (5 persons)
12 New HMG Project Director appointed
13 New AID/Wash. Technical Advisor
14 UCONN planning visit to Nepal
15 3rd Seminars in Nepal
16 HMG requests AID to extend & expand the project
17 AID informs HMG that extension is not possible
18 HRD officer post at AID/Nepal eliminated
19 M.A. Training at UCONN for 3rd group (2 persons)
20 One-Semester Non-Degree Training at UCONN (4 persons)
21 Seminars in Nepal cancelled
22 Evaluation conducted by New ERA
23 Two-Semester Non-Degree Training at UCONN (5 persons)
24 Special Non-Degree Training at UCONN (2 persons)
25 HMG evaluation visit to UCONN
26 New HMG Project Director appointed
27 Seminars & final evaluation in Nepal cancelled
28 Final Report written
29 Contract ends
KEY
HMG - His Majesty's Government
AID - Agency for International Development
UCONN - University of Connecticut
A delayed activity
HRD - Human Resources Development

BEST COPY AVAILABLE

Participants and Faculty

Altogether, under the project 24 Nepalese received training in Connecticut and about 126 received training in Nepal.

Details of the Nepalese who received training in Connecticut, including their names and specializations, are shown in Tables 1 and 2. Table 3 indicates the number of persons who participated in each of the seminars and workshops conducted in Nepal.

Table 4 indicates the University of Connecticut, Ministry of Education, and U.S. Agency for International Development staff and faculty who were most directly involved in the project. Approximate percentages of UCONN faculty time devoted to the project are also indicated in that table.

Unique Components of the Project

In comparison to most foreign student training conducted at universities in the United States, this project had a number of relatively unique features. These features are discussed below, both to help readers better understand the project itself as well as to lay a basis for suggesting how foreign student training can be improved in the future.

Visits to Nepal by UCONN Faculty

The project contract called for "consultants" from the University to go to Nepal each year to review training plans for the coming year, to conduct training programs in Nepal, and to serve as general resources to His Majesty's Government as mutually agreed upon.

Under this arrangement, nearly all UCONN faculty formally working with the project went to Nepal at one time or another. In addition to the planning and training functions called for in the contract, these visits helped to acquaint faculty first-hand with Nepal, her people,

TABLE 1

NUMBERS AND SPECIALIZATIONS OF
NEPALESE TRAINED IN CONNECTICUT

Specialization	Program				Total
	M.A. Degree	One Semester	Special	Two Semester	
Testing and Measurement	2	-	-	-	2
Educational Research	1	-	-	-	1
Educational Planning	2	-	1	1	4
Economics of Education	4	-	-	-	4
Educational Innovation	4	-	-	-	4
School Finance	-	2	-	-	2
Educational Statistics	-	1	-	-	1
Vocational Education	-	1	-	-	1
Educational Administration	-	-	1	4	5
Total Persons	13	4	2	5	24
Total Man Months	208	16	8	48	280

TABLE 2

NAMES AND PROGRAMS OF NEPALESE
TRAINED IN CONNECTICUT

M.A. Degree - Group I (September 1977 - December 1978)

Tirtha Bahadur Manandhar (Economics of Education)
Kritendra Kumar Malla (Economics of Education)
Sanu Man Nakarmi (Educational Testing)
Tulasi Prasad Neupane (Educational Planning)
Radha Krishna Joshi (Educational Research)
Dibya Man Karmacharya (Innovation and Technology)

M.A. Degree - Group II (September 1978 - December 1979)

Dev Raj Regmi (Educational Planning)
Ganesh Prasad Bhattarai (Educational Innovation)
Kanta Devi Rimal (Economics of Education)
Ram Raj Upadhyay (Economics of Education)
Tej Bahadur Shrestha (Educational Testing)

M.A. Degree - Group III (January 1980 - May 1981)

Komal Badan Malla (Educational Innovation)
Surya Lal Karmacharya (Educational Innovation)

One-Semester Non-Degree (January - May 1980)

Keshab Prasad Nepal (School Finance)
Maheshwar Roy (School Finance)
Prayag Man Shrestha (Educational Statistics)
Tekendra Bahadur Karki (Vocational Education)

Special Four-Month (August - December 1980)

Prabha Singh Basnyat (Educational Planning)
Chandra Bahadur Khadka (Educational Administration)

Two-Semester Non-Degree (August 1980 - May 1981)

Rajendra Kumar Chaudhary (School Administration and Supervision)
Suburna Bahadur Thapa (School Administration and Supervision)
Dhruba Bahadur Shrestha (School Administration and Supervision)
Bharat Kumar Pradan (School Administration and Supervision)
Laxmi Narayan Tamrakar (Educational Planning)

TABLE 3

NUMBER OF SEMINAR AND WORKSHOP
NEPALESE PARTICIPANTS IN NEPAL

Year	Topic	Number of Participants
1977	Educational Administration	27
1978	Economic of Education; Vocational Education; Study and Measurement of Teaching	30
1979	Research and Educational Planning	16
	Testing and Evaluation	23
	Measuring Teaching	30
	Total	126

TABLE 4

PROJECT FACULTY AND STAFF

A. University of Connecticut

Project Manager (15% time)

John S. Tabor, Director, Public Management Development Program, Institute of Public Service International

Academic Advisor (15% time)

John W. Brubacher, Chairman, Department of Educational Administration, School of Education

Participant Advisor and Seminar Leader (100% time)

Richard H. Pfau, Associate Extension Professor, Institute of Public Service International and School of Education

Faculty Advisory Committee

Mark R. Shibles, Dean, School of Education (Educational Research)

RichardW. Whinfield, Professor, Higher Technical and Adult Education (Educational Innovation and Vocational Education)

Herbert H. Sheathelm, Professor, Educational Administration (Educational Planning)

Thomas H.Jones, Associate Professor, Educational Administration (Economics of Education and School Finance)

Edward F. Iwanicki, Associate Professor, Educational Administration (Testing and Evaluation)

Gerald Rowe, Professor, Educational Administration (School Administration)(1980-1981)

Institute of Public Service Staff

Jean C. Sanchini, Administrative Secretary (1977-78 ; 15 % time)

Loje L. Brown, Administrative Coordinator (1978-1981;10% time)

Bettie Dixon, Typist/Secretary (1977-1979; 100% time)

Ruth E. Viera, Typist/Secretary (1979-1980;66 % time)

Elizabeth A. D'Amico, Typist/Secretary (1980-1981; 33% time)

TABLE 4 (Continued)

B. Ministry of Education Project Managers

Dr. Narsingh Narayan Singh, Joint Secretary, Planning Division (1977-spring 1979)

Bishwa Nath Poddar, Joint Secretary, Planning Division (spring 1979-winter 1980)

Dr. Ishware Prasad Upahdyaya, Joint Secretary, Planning Division (winter 1980-1981)

C. USAID/Nepal Representatives

Dr. Burton C. Newbry, Chief, Human Resources Development (1976-January 1980)

William Nance, Program Officer (February 1980-1981)

D. USAID/Washington Technical Advisors

Dr. E. Clayton Seeley (1976-spring 1979)

Dr. Frank Mann (spring 1979-1981)

E. Nepalese Evaluators Who Visited Connecticut

Narayan Prashad Rajbhandary, Acting Secretary, Ministry of Education (May 1978)

Dr. Kedar Nath Shrestha, Dean, Institute of Education (May 1978)

Indul K.C., Under Secretary, Ministry of Education (September 1980)

cultures, and system of schooling, and in the case of the Seminar Leader (who had worked with educational development activities in Nepal for seven years) helped to update his knowledge of project-related policies and occurrences.

The visits also allowed faculty to meet with participants and their supervisors in Nepal, learn more about participant work and learning needs, and help orient participants to the University and their upcoming studies. The visits also permitted faculty to deal with other matters such as the de-selection of several participants and the acceptance of several others who, based only upon written information available and English test scores, otherwise would not have been accepted for graduate studies at the University. In addition, faculty meetings with Nepalese associated with the project helped to develop a basis of common understanding, respect, and rapport.

During these visits, which took place during 1977, 1978, and 1979, faculty members were able to meet with all Nepalese participants who participated in the M.A. program of studies. It was not possible, however, to meet with participants who later studied in non-degree programs at the University, partly because this aspect of the project evolved after the last UCONN visit to Nepal, and partly because visits which were to take place during 1980 and 1981 were cancelled (as will be discussed later).

Learning Needs Analysis

In addition to information acquired by UCONN faculty during visits to participant offices, and discussions with participants and their supervisors in Nepal, information about learning needs was acquired by having each participant complete a Learning Needs Identification form.

By means of this form (shown in Appendix A), an analysis was conducted of participant jobs, including duties or functions performed within each job and competencies needed to perform the job. In addition, an action research project was identified, related to the participant's specialization and an area of need in his agency, which would help support achievement of some aspect of Nepal's National Education System Plan.

The job analysis and action project proposed were reviewed by participant supervisors and formally approved. The job analysis and project were also reviewed by UCONN faculty during joint discussion sessions with all M.A. degree participants and their supervisors in Nepal. As indicated in the previous section, however, UCONN faculty did not have an opportunity to review these forms in Nepal with non-degree participants and their supervisors.

Participant Projects

Partly as a means of helping participants relate their learnings at UCONN to conditions in Nepal, each M.A. degree participant worked on an applied project while in Connecticut. As indicated in the previous section, this project was related to an area of need within the participant's organization in Nepal, supported achievement of some aspect of Nepal's National Education System Plan, and was related to the participant's area of specialization.

These projects were completed during the participants' last semester of studies at the University, in conjunction with studies undertaken as part of a continuing "Nepal Seminar" which was conducted. Work on the projects, however, began during previous semesters and often benefitted from internship experiences which were arranged for M.A. degree students. Copies of the projects, when completed, were bound and provided to participants, their supervisors, and other concerned persons and agencies

in Nepal .

A related but somewhat abbreviated technique was also used with the non-degree participants who studied at the University for two semesters. During their second semester, the participants who were headmasters were asked to prepare plans for improving the quality of education at their schools, based upon their learnings at UCONN.

The projects prepared and brief descriptions of them are described in Appendix B.

Nepal Seminar

The "Nepal Seminar" was a continuing seminar conducted throughout the project from September to May each year. This aspect of the project was called for in the AID/Nepal Project Paper as follows:

> A continuing seminar. . . will meet regularly throughout the training; this seminar will serve as the unifying force and core activity of the students. It will focus attention on Nepalese education and development problems, and require participants to relate their studies to those problems and to the respective positions each will fill on his return to Nepal. (1976, p. 10)

This seminar was conducted by the project's "Participant Advisor and Seminar Leader" - a person who had previously worked with educational development activities in Nepal for seven years, and whose doctoral training was in international and development education.

The goals of this seminar, as developed at UCONN, were:

> To relate Nepalese participant studies at the University of Connecticut (UCONN) to educational development in Nepal, including each participant's future work activities.
>
> To provide skills and knowledge useful to Nepalese participants during their studies at UCONN and future work in Nepal (Course Syllabi , 1978-1981)

The first goal was aimed at helping to bridge the gap between learnings at UCONN and conditions in Nepal. The second goal was aimed at

providing knowledge relevant to participant work in Nepal and participant understanding of Nepalese development activities which was not otherwise available at UCONN. In addition other information was provided and skills developed which were needed to function professionally and efficiently at the University, such as how to use the University's library and how to write professional papers.

Each semester the seminar tended to have one of the following three orientations.

Problems of Nepalese Education (Fall 1977, 1978, 1980). This included an analysis of characteristics and problems of Nepalese education based upon readings of Nepalese journals, reports, and other writings. Topics dealt with included: the National goals of Nepalese education; demographic aspects of education in Nepal, such as regional differences, literacy rates, sex and caste differences, and dropout rates; classroom behaviors of Nepalese teachers; the Internal Brain Drain; Nepal's development plans; Nepalese education during the Sixth Plan (1980-1985); problems of school financing; student evaluation; and vocational and technical education.

Rural Education (Spring 1978, 1979, 1980). This involved the introduction of more internationally oriented writings and experiences, with special emphasis upon the provision of education to rural areas. Topics discussed included relationships of education to social change and economic development, problems of education in rural areas, the development of formal school curriculums suitable for rural areas, learning needs of persons in rural areas, and nonformal education. This information was related to the Nepalese situation.

Participant Projects (Fall 1978, 1979, Spring 1981). As discussed in the preceeding section, during the last semester of M.A. degree participant

studies, particular emphasis was placed upon completing work-related projects aimed at helping each participant's employing agency better accomplish one or more of its objectives in support of Nepal's National Education System Plan. Non-degree students who participated in this phase of the seminar also developed plans describing how they, as headmasters, would help to improve the quality of education at their schools. (See Appendix B for details of these projects).

In addition to participant work in Nepal, other areas focused upon in the seminars included radio education in Nepal, equality and inequality in Nepalese education, bilingual education, teacher evaluation, teacher supervision, factors associated with student learning in developing countries, and profitable areas for investment in education. Participants were also given opportunities to explore internationally related writings relevant to their work in Nepal, and a number of guest speakers were invited to share information about areas of special interest (see Appendix C for the names of these guest speakers and the topics discussed).

Additional activities undertaken as part of the seminar included the following:

- reports summarizing each participant's perceptions of the relevance (or irrelevance) of courses taken at UCONN to his/her work in Nepal, including specific discussions of how especially relevant areas studied would be introduced or otherwise used during his or her future work.
- a paper written describing how each participant, through his work in Nepal, might help to improve the quality and/or cost-effectiveness of education provided to rural Nepalese (based

upon seminar readings, discussions, and other learnings at UCONN).

Faculty Advisory Committee

When the project began, a special Faculty Advisory Committee was also established. The committee consisted of School of Education faculty who were advisors to the Nepalese participants in their area of specialization (such as in educational planning, economics of education, and so on).

This Committee as well as the Project Manager, Academic Advisor, and Seminar Leader met once or twice each semester throughout the project. Purposes of these meetings were to review project plans and activities, share thinking about project related activities (such as participant selection, contract renegotiation, and internships), plan future activities (such as seminars in Nepal, participant courses of study, and social activities at faculty homes), keep one another informed about project-related happenings, and to generally act as a formative evaluation mechanism.

Members of this committee also hosted dinners at their homes for participants, and made themselves freely available (by university standards) for discussions with participants. They took a sincere and active interest in the Nepalese, and assisted them in many ways, both socially and academically.

Orientation Activities for Participants and Faculty

Participant Orientation

As is the case with most foreign students sponsored by USAID, all 13 M.A. degree participants went to a one-week orientation program in

Washington, D.C. immediately upon their arrival in the United States. This program was conducted by the Washington International Center, and introduced participants to many aspects of American culture, history, and politics, as well as to Washington, D.C. itself. Afterwards, the participants came to Connecticut, where additional orientation activities were conducted, as will be discussed shortly.

All non-degree participants came directly to Connecticut from Nepal. They, in general, participated in a number of orientation activities that were similar to those provided in the Washington program and were, in fact, based on that program (see Appendix D for details of the last orientation program arranged).

In addition, a number of orientation activities were arranged which related more directly to the studies which participants were to undertake. These included: (a) a systematic introduction to the University's library system aimed at preparing each participant to identify and locate information related to any educational area of interest, (b) an introduction to procedures for writing library research papers and other professional reports, and (c) an introduction to education inthe USA based on visits to a number of elementary and high schools and discussions with school officials. These activities were arranged since it was known that most Nepalese did not know how to use a modern University library or how to write professional papers in ways that met American standards, nor did they know much about American education and schooling.

The library orientation activities included about 12 hours spent in being introduced to and using the main card catalogue, the Educational Resources in Education (ERIC) indices to identify many reports and unpublished materials, the Current Index to Journals in Education (CIJE),

microfische readers, as well as to how to identify and locate "government publications" such as United Nations documents.

The orientation concerning the writing of papers included an introduction to accepted styles of writing papers (e.g., parts of the paper, footnoting, bibliographic styles), the use of note cards, and how to organize papers and reports. Books by Markman and Waddell (1971), Strunk (1972), and later by Turabian (1976) were used - the the latter two being judged the most useful by this writer.

After the academic session began, many of these activities were continued as part of the Nepal seminar. For example, publications were searched for in the library and papers written related to a particular topic of relevance to the Seminar, with guidance and feedback being provided by the Seminar Leader. Schools were also visited as a part of seminar activities.

Faculty

In addition to orientation activities for students, University faculty associated with the project were also oriented to Nepal, her cultures, people, and education system.

Orientation activities for faculty began with a two-day program held near the beginning of the project, during May 1977. This included an introduction to Nepalese culture provided by an anthropoligist familiar with Nepal (Dr. James Fisher of Carleton College), an introduction to Nepalese development goals and priorities provided by a Nepalese educator (Gajendra Man Shrestha of Nepal's Institute of Education) and a sharing of experiences by someone from the University of Alberta, concerning a program conducted there for educational administrators from Thailand (Dr. Leslie R. Gue) (see Gue, 1974 for details). The Nepal

project itself was also reviewed with the assistance of Dr. Burton Newbry of USAID/Nepal, and Dr. E. Clayton Seeley, of USAID/Washington.

In addition, the visits to Nepal by UCONN faculty during 1977, 1978, and 1979 served as a valuable means of introducing faculty to Nepal. Besides visits to places where participants worked, schools, and other locations in Nepal, the seminars conducted by faculty helped to reveal many realities of education in Nepal.

These activities and experiences, it is felt, helped faculty better meet participant learning needs at the University.

Tutorial Assistance

Another aspect of the program which evolved was the provision of tutorial assistance to students having difficulties with one or more of their courses. Such assistance was routinely provided to all students who studied statistics (EPSY 309) - for this was regarded by participants as an especailly "tough" course. It was also provided, when needed, to students who faced difficulties with other courses.

In the case of statistics, tutorials were conducted by the Participant Advisor/ Seminar Leader. For other courses, these services were provided by tutors especially hired for this purpose.

In addition, nearly all participants who studied statistics were given a two to three-week introduction by a specially hired tutor, before the course began. When it was discovered that some participants had poor mathematical skills, special diagnostic tests were also given and remedial instruction provided in basic mathematics, before participants studied statistics. In this regard, it might be noted that the following text was used and was found to be helpful: Edwin I. Stein, Refresher Mathematics (Boston: Allyn and Bacon, 1974).

Internship/Practicums

Most students who were with the University for an extended period of time also participated in an internship or practicum experience. This was arranged in order to provide additional knowledge and perspectives concerning each participant's area of specialization.

In the case of M.A. degree participants, internships consisted of a three to four-week stay with an organization doing special work or having special expertise related to the participant's specialization (and often also to his or her applied project). In the case of two-semester non-degree participants, the experience consisted of school visits lasting for two or three weeks. Other non-degree participants spent time at other universities and with school systems in other parts of the country.

The experiences arranged are indicated in Appendix E.

Personal Attention and Advising

In contrast to the typical student from another country studying at a U.S. university, each of the Nepalese received a great deal of personal attention and help from university faculty.

This personal attention began in the USA from the time participants arrived in Connecticut, where they were met by faculty at the airport and taken to housing previously arranged. It involved the special orientation program previously described, as well as welcoming and farewell luncheons, dinners every month or two at faculty homes, extensive help from faculty when planning a course of studies, tutorial and other remedial assistance when needed, special attention provided by members of the Faculty Advisory Committee, full-time attention provided by the project's Participant Advisor, completion and processing of paperwork such as

registration materials by faculty, and lastly, a faculty escort to the airport when participants left for Nepal.

Social Activities

A number of social activities were also conducted or otherwise supported by the project. These helped participants feel welcome, pass their free time, and visit places of interest in and near Connecticut.

One of the more regular of these activities was a series of Nepalese meals arranged at the homes of project faculty members. Typically, the faculty member would invite project participants and staff over for a Sunday afternoon, would purchase groceries which the Nepalese indicated were needed, and the Nepalese would cook a Nepalese meal or snacks for all who came. Occasionally, an American meal would be served (such as a summer barbecue) or the occasion had a special theme (such as a German Oktoberfest).

These gatherings were held every month or two throughout the project. They were suggested by the consultant, Leslie Gue, who had directed a similar training project at the University of Alberta for school administrators from Thailand (Gue, 1974).

Another social event held once a year at the University's International Center was a "Desain Festival." This was an all day affair, usually held during November, which helped participants celebrate their most important holiday. Nepalese from other parts of the country were also invited to come as were Nepali speaking Americans such as former Peace Corps Volunteers who had served in Nepal. Up to 90 Nepalese from as far away as Ohio and Colorado came to these celebrations, which began early in the morning with the butchering of a lamb, continued with a religious ceremony led by a brahmin, through lunch and the feast itself,

and ended late in the evening with Nepalese movies, singing, and dancing.

Other social activities included trips to an aquarium and whaling seaport at Mystic; trips to the old New England village and museum of Sturbridge in Massachusetts; trips to Yale University and the Peabody Museum in New Haven; a yearly Christmas holiday party sponsored by the World Education Fellowship; a yearly trip during the Labor Day weekend to a country fair (at Woodstock); and during the last year, a trip to Groton, Connecticut to see a submarine, Long Island Sound, and the Coast Guard Academy.

In addition, the Nepalese formed a Nepal Students' Association which was formally recognized by the University. This Association organized a number of other activities such as dinners for Nepalese visiting the campus (e.g., the Ambassador of Nepal, who came to the last farewell luncheon and closing ceremony). Each year the Association also participated in the University's International Fair, by setting up a booth with displays of Nepalese handicrafts and food for sale.

Most of these social activities were supported by the project either directly or indirectly and would not have otherwise taken place.

Types of Training Conducted

M.A. Degree in Education

Thirteen Nepalese began and completed M.A. degree studies in education during the project. These studied in groups of six, five, and two persons as shown in Figure 1 and Table 2.

Before coming to the University, project faculty had an opportunity to meet with all of these students and their supervisors in Nepal. This permitted the participants and faculty to become acquainted with one another, and enabled faculty to learn more about the work for which

participants were to be trained and the applied projects proposed on the Learning Needs Identification form.

All of these participants first went to Washington, D.C. where they participated in the orientation program conducted by the Washington International Center. They then came to Connecticut where orientation activities were continued and other features of the project carried out as discussed in the preceeding sections of this report.

The first two groups of M.A. degree participants began their studies with the University at Hartford, in the Institute of Public Service's Public Management Development Program (PMDP). The PMDP is a seven-month program conducted each year for mid-career administrators from developing countries. This program, taken during its first three months, introduced the Nepalese to a number of basic management concepts and skills. It also served to gradually acquaint participants to studies and life in the USA, before they began graduate studies with American students four months later at the University's main campus at Storrs.

After completing the "Core Program" of PMDP, these participants moved to Storrs where they continued studies for one more year. This year included participation in the Nepal Seminar, and an internship experience during the summer (the locations and nature of which are indicated in Appendix E). During the year, participants tended to take nine or ten credit hours of coursework a semester (i.e., about 3 courses). At times some undertook 12 credits of work (i.e., 4 courses), but this was a very demanding load. Courses of study even in the same specialization often differred, due to differences in learning needs and participant interests.

The courses taken are shown in Appendix F.

Due to changes in persons nominated for study in the third and last group of M.A. degree participants, this group began their studies during

January at Storrs, rather than at Hartford. This meant that after their orientation activities, they immediately took courses at the Storrs campus with American students (and thus were not gradually phased into such studies). During the summer this group did, however, participate in a 2 1/2 month program held in Hartford for instructional managers and developers from developing countries called Training and Education for National Development (TREND). During January, each also participated in an internship experience.

All of these participants successfully completed the 15 to 16-month program of M.A. degree studies arranged. Most returned directly to Nepal where some continued work in their former positions and some were assigned to new positions. Three from the Institute of Education stayed in the USA to privately pursue Ph.D. studies (two at UCONN and one at Florida State University), in keeping with the policy of Tribhuwan University to upgrade its faculty.

One-Semester Non-Degree Program

As indicated previously, the evaluation visit of several Nepalese officials to the University during May 1978 resulted in a request from the Ministry of Education that changes be made in the number, duration, and subjects of specialization to be provided under the project. As a result, 7 M.A. training slots were deleted so that non-degree training could be provided to 11 persons.

The first group of non-degree participants came to the University during January 1980 for a one-semester program of studies which lasted until May 1980. The four persons in this group took two courses directly related to their specializations and the Nepal Seminar, for a total of 9 graduate credits. Table 2 indicates the names and specializations of persons in this group, and Appendix F shows the courses taken.

As will be seen, this one-semester program fell below expectations for both the participants and project staff. This may have been due to a number of deviations from plans made.

The group arrived in Connecticut three weeks late, just a few days before classes were to begin. Given uncertainties about their arrival they also were the only group not met at the airport. They thus began their stay rather traumatically. Their late arrival resulted in their starting graduate studies almost immediately, without the benefit of an orientation program and period of transition beforehand. Orientation activities were, however, "squeezed in" as time allowed.

The group also arrived without the benefit of having met UCONN faculty in Nepal beforehand, and without the University having received their Learning Needs Assessment forms. As a result, specific plans could not be made before their arrival about studies to be taken. Also, since the Learning Needs forms were completed after this group's arrival, they could not be reviewed and validated by each participant's supervisor.

This was the only unsatisfactory program conducted, as will be discussed more later.

"Special" Four-Month Program

The "Special" Four-Month Program was the most flexible of the non-degree programs conducted. It was designed to benefit two senior Nepalese educators who were Class I gazetted officers or the equivalent of this rank. The program was characterized by the auditing of courses at the University, discussions with professors, and extended travel to other institutions in the USA.

As with the other groups, the program arranged was based on the Learning Needs Assessment forms completed by the participants and on

subsequent discussions with each participant's faculty advisors at UCONN. It began with the orientation program shown in Appendix D from August 25 onwards, supplemented by an introduction to the banking system, the postal system, and other aspects of life at the University.

During the fall of 1980, these participants audited courses at UCONN related to their specializations, participated in the Nepal Seminar, discussed areas of interest with UCONN faculty, made use of the University's extensive library facilities, and spent almost one month visiting other institutions in the USA (as indicated in Appendix E and Appendix F).

They returned to Nepal during December 1980 after the fall semester at the University was completed.

Two-Semester Non-Degree Program

A two-semester non-degree program was also conducted for five persons during the last year of the project. Four of these persons were Nepalese headmasters, and the fifth was a section officer at the National Planning Commission. The headmasters were the first and only Nepalese trained who were not directly employed by the Government of Nepal or by Tribhuwan University.

This group's program began with the three weeks of orientation activities outlined in Appendix D. After this orientation and discussions with their advisors to plan a course of studies, the participants began formal coursework at Storrs. Having learned the previous spring that nine graduate credits at Storrs was a very heavy load to take during their first months in the USA, these participants were formally enrolled in only six credits of coursework during their first semester of studies. They also informally took one other course -- but not for academic credit.

After an internship/practicum experience arranged during the University's winter vacation period, the four headmasters were enrolled in

eight credits of administrative coursework, including the Nepal Seminar. The other participant, whose specialization was Educational Planning, was enrolled at Hartford in the Project Analysis specialization of the Public Management Development Program.

Courses taken by these participants are indicated in Appendix F.

Seminars in Nepal

The training agreement also called for seminars and workshops to be conducted by UCONN faculty during summer consultancies to Nepal. Topics were to be decided jointly by the Ministry of Education and faculty of UCONN.

The first of these seminars was conducted during June 1977 by Dr. John W. Brubacher, the project's Academic Advisor, and by Richard H. Pfau, the project's Participant Advisor and Seminar Leader. Seminar sessions were held daily from June 8 to the 21st in a conference room of the Ministry of Education in Kathmandu. About 25 to 30 persons attended these sessions each day. These participants came from the Ministry of Education (10 persons), the Ministry's Curriculum Development Centre (6 persons), schools in the Kathmandu Valley (4 persons), the Institute of Education (4 persons), and from other agencies (3 persons). Eleven other distinguished officials also served as reactors to the discussions, and participated in one or more of the sessions held.

Topics of discussion in this and later seminars are shown in Appendix G.

The following year, three UCONN faculty conducted seminars in a similar manner from May 31 to June 20, 1978 for another heterogeneous group of about 30 persons. These sessions were conducted by Dr. Thomas H. Jones and Dr. Richard W. Whinfield, two members of the project's

Faculty Advisory Committee, and again by Dr. Richard H. Pfau. Seminar sessions focused upon topics concerning the economics of education, vocational education, and the study and measurement of teaching.

A third series of seminars, and the most specialized, were held from June 7th to the 19th,1979. These were preceded by a planning visit to Nepal made the month before by Dr. John Brubacher. Two of the seminars were conducted jointly for five sessions by Dean Mark R. Shibles and by Dr. Edward Iwanicki, two more members of the project's Faculty Advisory Committee. The participants were then divided into specialized groups with sessions on Research and Educational Planning being held at Nepal's Center for Educational Research, Innovation, and Development (CERID), while sessions on Evaluation and Testing were held at the Ministry of Education. At the same time, Dr. Richard H. Pfau conducted a workshop on Measuring Teaching for school supervisors receiving in-service training at the Sano Thimi campus of the Institute of Education.

Seminars to be held during June 1980 were postponed due to planning delays and Ministry of Education funding constraints, while a final series of seminars to be held during June 1981 were cancelled by the Ministry of Education due to an inability of the Government of Nepal to make available personnel to arrange for and participate in the seminars, as well as due to the imminent ending of the project (Telegram from USAID/Nepal to USAID/Washington, n.d.).

A Nepalese referrendum held during May 1980 to determine political policies of the country and a related national election held during May 1981 may have been factors contributing to the cancellation of these last seminars.

Project Funding and Expenses

This project was funded by the U.S. Agency for International Development (USAID) and by the Nepalese Ministry of Education.

USAID funding was used to reimburse the University of Connecticut for contract related expenses incurred from 1 January 1977 to 30 June 1981. These expenses totaled approximately $678,000[2/] for participant stipends, tuitions,various allowances, faculty and staff salaries, consultant fees, transporation, and other expenses indicated in Table 5, 6, and 7. USAID also paid for the orientation of M.A. degree participants in Washington, D.C., costs associated with Nepalese evaluation visits to Connecticut, and liaison and support services provided by its Mission staff in Nepal and in Washington, D.C.

In addition, USAID/Nepal provided the equivalent of $900 to $1,300 each year in Nepalese currency to support the seminars and workshops conducted in Nepal. This money was used to pay for the typing and duplication of materials, administrative staff, and transportation in Nepal.

The Ministry of Education paid for participant travel beween Kathmandu and New Delhi on Royal Nepal Airlines, the salaries of participants receiving training (paid in Nepalese Rupees in Nepal), provided clothing allowances to participants, provided snacks and refreshments to participants at the seminars and workshops conducted in Nepal, as well as assistance to the project by the Ministry's Project Director and other staff.

A look at Tables 6 and 7 will show that the cost to USAID of providing M.A. degree training to a participant ranged from about $31,000 to $41,000, while costs of providing non-degree training ranged from about $10,500

---

[2]This estimate is based upon the best information available as of 9 September 1981.

EXPENDITURE REPORT

The final Expenditure Report will be submitted by the University of Connecticut Office of Grants and Contracts under separate cover.

BEST COPY AVAILABLE

TABLE 6

M.A. DEGREE TRAINING COSTS

	Per Person		
	Group I	Group II	Group III
1. Advance Travel Allowance	$ 1050	$ 1050	$ 1350
2. Maintenance Allowance			
a. Hartford ($425-$600/month)	1001	1305	2325
b. Storrs, academic rate ($345-$515/month)	3991	3817	5665
3. Travel Per Diem, internship	1050	1240	750
4. Equipment Allowance	50	50	50
5. Book Allowance, academic rate	210	220	385
6. Shipment of Printed Materials academic rate	60	60	60
7. Typing reimbursement	- (a)	214	267
8. Tuition			
a. Hartford (PMDP/TREND)	1400	1595	3000
b. Storrs	1600	1532	1665
c. Educational Testing Service	125	150	-
9. Transportation			
a. In U.S.A. (for internships)	117	120	354
b. New Delhi to Hartford round trip & excess bagg.	1879	2050	2246
10. Membership in Professional Soc.	9	10	35
11. Medical Insurance	-	-	400
12. Faculty & Staff Salaries	9417	10431	11439
13. Overhead	4834	5362	5890
14. Other Expenses (staff travel, office supplies, telephone)	4632	5129	5626
Total Ave. Expenditure/Participant	$31,425	34,335	41,507
Total Cost/Man-Month of Training	$ 1,964	2,215	2,442

(a) Participant typing was done by the project's typist for this first group.

TABLE 7

NON-DEGREE TRAINING COSTS

	Average Total Per Person		
	One Semester	Special	Two Semester
1. Advance Travel Allowance (for first 30 days)	$ 1350	$ 1350	$ 1350
2. Maintenance Allowance, non-academic rate, ($775/month)	2395	3100	6588
3. Travel Per Diem	-	250	
4. Equipment Allowance	50	50	50
5. Book Allowance, non-academic rate	65	65	135
6. Shipment of Printed Materials, non-academic rate	30	30	30
7. Typing Reimbursement	78	0	108
8. Tuition	417	460	1054
9. Transportation			
a. In U.S.A. (outside CT)	-	359	-
b. New Delhi to Storrs, round trip and excess baggage	1056	2050	2086
10. Membership in Professional Soc.	20	20	62
11. Medical Insurance	-	100	225
12. Faculty and Staff Salaries	2530	2530	6071
13. Other Project Support Expenses (books, travel, office supplies, telephone, . . .)	1243	1243	2982
14. Overhead	1300	1300	3250
Total Average Expenditure Per Participant	$10,534	$12,907	$23,991
Total Cost per Man-Month of Training	$ 2,634	3,227	2,499

per person for the one-semester program, to $13,000 for the "special" program, to $23,000 for the two-semester program.

On the basis of cost per man-month of training provided, the M.A. degree level training was the lowest, ranging from about $1,900 to $2,400 per month, while the highest was the special program, costing about $3,200 per month. The one-semester program cost $2,600 per month and two-semester program cost about $2,500 for each man-month of training provided. Costs for the non-degree programs tended to be higher due to the higher AID mandated maintenance allowance paid to non-degree participants (ex. $775 per month vs. $515 for degree students), and due to the shorter period over which fixed costs (such as transportation from and to New Dehli) were spread.

From 39% to 45% of the expenditures for the M.A. degree training provided were used to cover traditional costs of providing academic training to AID sponsored foreign students (i.e., for items 1 to 11 in Table 6), while from 49% to 61% of expenditures supported provision of the special aspects of the project described before, such as orientation activities in Connectiuct, tutorial assistance, guest speakers, the full-time services of the Participant Advisor and Seminar Leader, services of the Faculty Advisory Committee, project management, and a number of the social activities arranged.

Contract expenditures associated with conducting the seminars in Nepal totalled about $53,000, or about $400 for each of the 126 participants who attended.

IV. EVALUATION ACTIVITIES AND RESULTS

Evaluation Activities Conducted

A variety of informal, semi-formal, and formal evaluation activities occurred throughout the project which provided information used to help design the program as well as to indicate which portions of the project were functioning as planned and which needed revision and improvement.

Informal mechanisms included faculty discussions with participants at UCONN throughout the project; letters from participants, USAID/Nepal Mission staff, and from Ministry of Education Project Directors; and information obtained during faculty visits and discussions in Nepal.

Semi-formal evaluation activities included meetings of the Faculty Advisory Committee to discuss project plans and progress; evaluation visits during 1978 and 1980 of Nepalese officials to Connecticut; and debriefings of the first groups of participants prior to their departure for Nepal.

More formal evaluation activities included the completion of "Feedback Forms" by participants for each course taken at the University; information provided by Summative Evaluation forms completed by M.A. Degree and Two-Semester Non-Degree participants after their return to Nepal[1], and the

[1] Eight out of 13 M.A. degree participants and 3 out of 5 Two-Semester Non-Degree participants completed these forms by August 1981. It was planned that more complete information would be collected from other participants during the project's final "summary evaluation."

completion of an "Evaluation Form" by Nepalese who participated in two of the seminar/workshops conducted in Nepal. USAID/Nepal also independently commissioned a Nepalese agency, the New Education Reform Associates, to evaluate some facets of the project (New ERA, 1980).

A final "summary evaluation" to have been conducted during a last visit of UCONN faculty to Nepal in 1981 was cancelled at the initiative of USAID/Nepal, given the evaluation completed by New ERA in November 1980. UCONN urged that the summary evaluation be conducted since the New ERA study did not focus on the UCONN contract and many related activities, its sample was incomplete, some analysis techniques used were questionable, and for other reasons shared with USAID (letters and report from UCONN to USAID/NEPAL, April 1981). However, the AID Mission did not concur.

Cancellation of the final summary evaluation means that little information is available about the project's impact in Nepal, and that additional evaluative information about project processes could not be gathered. However, a good deal of information about project processes does exist, and is summarized in the sections which follow. Although much of this information was gathered for formative purposes (i.e., to make the project as effective as possible), some can be used for summative evaluation purposes also. This information is reported in order that others may learn from the experiences of this project and, hopefully, that foreign student training conducted at U.S. universities may be improved.

The Success of Training Conducted

Judgments of each of the five types of training conducted under this contract are summarized below along with supporting evidence. The judgments made are based upon achievement of the project's purpose as indicated by the usefulness of training activities to participants.

M.A. Degree Training (13 persons)

Judgment: Successful.

Indicators: "Feedback Form" responses; New ERA Evaluation Report; Ministry of Education's request to AID to extend the project; successful completion of M.A. degree studies by all participants admitted.

Discussion: As shown in Appendix H, most courses taken at the University were judged by M.A. degree participants to have provided knowledge or skills that would be "very much" useful to them in Nepal. Only a relatively few courses taken were judged by participants to have been not very useful.

In addition, as reported by (New ERA,1980), five out of six M.A. degree participants surveyed felt that they were able to make use of skills acquired during training, and that the training provided helped improve their job performance (New ERA, 1980, Tables 31 & 52). Three of these participants felt that they had "greatly" benefited by participating in the UCONN training, two felt they had "considerably benefited," and only one felt that he or she had benefited "very little" (New ERA, 1980, Table 36). To the question "to what extent, in your opinion, the skills you have been trained in have improved your efficiency," two persons responded "greatly," two responded "considerably," one responded "little," and one responded "can't say" (New ERA, 1980, Table 49).

These indicators taken together support a conclusion that the M.A. degree training provided was successful in terms of its usefulness to most participants and improvement of participant job performance. This interpretation is further supported by the Ministry of Education's

request to USAID/Nepal to extend the project. As stated in the Ministry's letter to AID, "the satisfactory performance of the ... project has indeed prompted the Ministry to take such a decision" (Ministry of Education letter to AID of 23 September 1979).

Perhaps the greatest limitation of this kind of training was that the number of persons trained in each area of specialization may be insufficient, given Nepal's great needs for the knowledge and skills provided.

One Semester Non-Degree Training (4 persons)

Judgment: Mixed results; unsuccessful.

Indicators: "Feedback Form" responses; New ERA Evaluation Report.

Discussion: As shown in Appendix H, responses were bimodal to the Feedback Form question asking about the usefulness of knowledge or skills provided by UCONN courses taken. That is, some courses were judged to be not very useful by some one-semester participants but much more useful by others.

Of the four persons who participated in this one-semester program, New ERA reported that only one felt that the training helped him in his job performance, whereas two felt that the training was not helpful (New ERA, 1980, Table 31); only one felt that the skills developed improved his efficiency "greatly" whereas three felt that it had improved their efficiency "little" (Table 49).

Somewhat paradoxically, however, two of these participants felt that they had "greatly" benefited from participation in the program, one felt that he had benefited "considerably," and only one felt that he had benefited "very little." Similarly, two felt that the content of training was relevant to their present job tasks and that they were able

to make use of the skills acquired during training in their jobs, whereas two felt that the content of training was not relevant and that they were not able to use the skills acquired (New ERA, 1980, Tables 30 & 52).

Whether these mixed results were due to the relative shortness of the training conducted (i.e., 4 months), its apparent academic nature to the participants, the late arrival of the participants in Connecticut (3 weeks late), or the lateness by which UCONN received the Learning Needs Assessment forms is an open question. However, the arrival of the participants just as courses were to begin was obviously traumatic. Completion of the Learning Needs Assessment forms in Connecticut and having to "squeeze in" orientation activities also added to a hectic situation during the first month. A lack of motivation may also have been a problem in some cases. One of the participants repeatedly mentioned that the training was meaningless in that it would not count towards a job promotion; and the New ERA report mentioned that the main reason for joining training given by three of these participants was that they were nominated by their departments-rather than skill acquisition (New ERA, 1980, Table 28). The many interests and learning needs of these participants were also hard to meet in the relatively short time available.

New ERA seemed to summarize much of the situation well when it wrote about this group.

> At least, for the participants of the long-term training, there is satisfaction that they are permitted to complete an academic cycle at the end of which they are awarded with a degree as a mark of their accomplishment. But the recipients of the short-term training do not seem to have even that much advantage, By the time they are able to overcome the 'cultural' as well as 'academic' shocks as their exposure to an alien situation or to the work of academe (after a considerable interval) culminate in, the stipulated period they are sent for is over.

> They come back neither enriched with a degree nor fully equipped with a certain skill. No wonder, many of them are disillusioned with the programme. They consider the programme too sophisticated to suit Nepal's needs. (New ERA, 1980, p.39)

Special Non-Degree Training (2 persons)

Judgment: Successful.

Indicators: Letters from participants; faculty impressions.

Discussion: At the writing of this report, the only verifiable indicators of the success of this program are the letters from the participants concerning their trips to other institutions in the United States. These included statements such as: "I am highly satisfied with the arrangements made" (Khadka letter of 12 Nov. 1980), "My visit to Pittsburgh University and to other schools was most satisfactory and fruitful" (Khadka letter of 30 Nov. 1980), "my program at SIU went well"(Basnyat letter of 16 Nov. 1980), and "The edu. planning programme schedule is very interesting and does serve the purpose of my visit. Thanks for organizing this trip to SIU and U. Pitt" (Basnyat letter of 21 Nov. 1980).

Faculty impressions also support the success of this program for persons in higher positions to update themselves on developments in particular areas of work and interest. Persons who have previously studied in the west or have advanced degrees from the east and are able to be self-directing, can function in this kind of flexible program and benefit from it.

Two Semester Non-Degree Training (5 persons)

Judgment: Successful.

Indicators: "Feedback Form" responses;"Summative Evaluation"responses; faculty impressions.

Discussion: As shown in Appendix H, most courses taken by the two-semester non-degree participants were judged to have provided "very much" knowledge or skills that would be useful to them in Nepal. Such participant responses as well as UCONN faculty impressions based upon discussions with the participants, indicate that the program was successful and quite satisfying to both participants and faculty alike. Most participants did wish, however, that the program was longer, so that the M.A. degree could have been acquired.

It might be added that Educational Administration faculty at UCONN felt very comfortable providing this kind of training to headmasters from Nepal. Since the training of Nepalese headmasters is another area of great apparent need, continued training of such persons in the USA as well as in Nepal by U.S. faculty would seem to be a worthwhile undertaking.

Seminars in Nepal (126 persons)

Judgment: Successful.

Indicators: Ministry of Education and USAID letters; "Evaluation Form" responses provided by two groups of participants.

Discussion: Commenting upon the first seminar held in Nepal by UCONN faculty, the following was written:

> "Iam pleased to inform you that the Consultancy Seminar was a success" (Letter to USAID/Nepal from the Ministry of Education Project Director, 4 July1977),

and

> "I was informed that the consultancy was a great success" (Letter to UCONN from USAID/Nepal, 20 July 1977).

In addition an Evaluation Form completed by 41 Nepalese who participated in the seminar/workshops on "Testing and Evaluation" and

"Measuring Teaching" held during 1979 indicated that all of the respondents felt that they had benefited from the training sessions, and nearly all (N=40) hoped to use skills developed in their future work. Other comments on the forms also indicated that these seminars were quite favorably received.

These indicators support a conclusion that the seminars were successful. In addition to benefitting the Nepalese who attended, it should be noted that the seminars helped to orient UCONN faculty to educational conditions in Nepal and could be viewed as being successful from this viewpoint also -- given that the faculty afterwards were more knowledgeable about Nepalese education when they worked with the participants who came to Connecticut for studies.

Usefulness of Specific Training Components

As indicated previously, this training project included a number of activities that are not routinely included as a part of foreign student training conducted at U.S. universities. An analysis of these and other components of the project for which evaluation information is available is provided below. The most successful of these seem worth considering for inclusion in future foreign student training conducted at UCONN and other U.S. institutions.

A. Orientation Activities

1. Faculty Visits to Nepal to Meet with Participants

Judgment: Somewhatto highly useful to Nepalese participants. Highly useful to UCONN faculty.

Indicators: "Summative Evaluation" responses; experiences with admissions problems; informal faculty feedback.

Discussion: As Appendix I indicates (see section A1), Nepalese M.A. degree participant responses to a question concerning the usefulness of UCONN faculty visits to Nepal in terms of helping to orient participants to their upcoming studies in Connecticut, indicated that these visits were "somewhat" to "highly useful."

UCONN faculty in general seemed to find the visits highly useful, in terms of helping to learn about participant work and learning needs, as well as about Nepal and Nepalese education in general. The visits helped faculty support the admission of several Nepalese for graduate studies at the University - students who otherwise would not have been admitted,

on the basis of their written applications and English test scores. Similarly, the visits helped faculty reach better judgments about several Nepalese who were found to be not ready for studies at UCONN.

2. Visits to U.S. Schools

Judgment: Highly useful.

Indicators: "Summative Evaluation" responses; informal feedback.

Discussion: There was a high degree of consensus among participants that the visits to U.S. schools arranged by the project were "highly useful" (see Appendix I, section, A 2). The chance to see schools and to talk with principals and students was highly valued and productive to most participants. These planned visits contrasted sharply with the sporadic visits to schools made by many other foreign students studying at the School of Education, and by several of the Nepalese who had previously studied at western universities.

3. Introduction to the UCONN Library System

Judgment: Highly useful.

Indicators: "Summative Evaluation" responses; informal feedback.

Discussion: There was unanimous agreement among M.A. degree and Two-Semester respondents that this was a "highly useful" portion of the program (see Appendix I, section A 3). The use of a such a large and modern library as UCONN's was a new experience to most participants, and the comprehensive introduction provided was needed and appropriate.

4. Introduction to Term Paper Writing

Judgment: Highly useful.

Indicators: "Summative Evaluation" responses; informal feedback.

Discussion: There was considerable agreement among respondents that this was a "highly useful" part of the program (see Appendix I, section A 4). The skills developed were viewed by participants as being useful in Nepal as well as more immediately at UCONN for writing term papers and participant project reports.

5. Orientation in Washington, D.C.

Judgment: Highly useful.

Indicators: "Summative Evaluation" responses; Participant Advisor impressions.

Discussions: The one-week orientation program arranged by USAID, conducted by the Washington International Center, was judged by most M.A. degree respondents to be a "highly useful" activity. (See Appendix I, section A 5). In addtion to the learning which occurred, the participants seemed pleased to have this opportunity to see the nation's capital city.

B. Academic Activities

1. Coursework at UCONN

Judgement: Very useful in most cases.

Indicators: "Feedback Form" responses.

Discussion: As is indicated by Appendix H, most courses taken at the University were judged by participants to have provided knowledge or skills that would be useful to them in Nepal. Courses taken by most participants which were considered by nearly all to be especially useful were Educational Planning, the faculty guided Investigation of Special Topics, the portion of the Nepal Seminar dealing with Problems of Nepalese Education, and the Applied Project.

2. Nepal Seminar

Judgment: Highly useful.

Indicators: "Summative Evaluation" responses; "Feedback Form" responses; Ministry of Education and USAID letters; New ERA Evaluation Report (a contradictive indicator).

Discussion: There was high consensus among participants who completed the Summative Evaluation form that the Nepal Seminar was highly useful in helping to prepare them for their future work in Nepal (see Appendix I, section B 1). Most participants also judged that the seminar provided knowledge or skills that would be useful to them in Nepal (see Appendix H).

Open-ended responses on the "Feedback Forms" such as "very interesting," and "the course is excellent" were mentioned a number of times as were statements such as the following:

- "This is the only course in which the problems and prospects of developing countries including Nepal are discussed in detail."
- "The Course provides a forum for relating the various concepts, ideas, principles and theories to the situations in Nepal."
- "This is probably the one course which attempts to bridge up a meaningful relationship between the pedagogical theories and actual situations back home in Nepal."
- "The course is more useful than any other course, because it is direct related with the Nepalese Education System. . . ."

Responding to an outline of the seminar at the beginning of the project, the Ministry of Education Project Director wrote that "I feel that the course inputs. . . are quite relevant to the Nepalese situations. Both the topics related to Nepal's educational problems and the seminar's

emphasis on the development of the working knowledge of the various statistical tools among the participants are commendable" (Letter to Seminar Leader, 6 Sept. 1977). Participant papers written as a part of seminar activities and sent to USAID/Nepal also led to the following response:

> I have received and read the papers. . . . Without exception, they appear to be clearly directed to priority areas, and they appear to represent careful attention on the part of both participants and advisors to the matter of relevance. (Letter from AID/Nepal representative, 5 Sept., 1978)

In contrast, the New ERA evaluation report indicates that a few participants felt that the Nepal Seminar was one of the "least interesting" components of the UCONN program (1980, pp. 19 and 48).

To summarize, most information available indicates that the Nepal Seminar was a highly regarded, interesting, and useful part of the program to most participants, and relevant to the Nepalese situation.

3. Applied Project

Judgment: Highly useful.

Indicators: Summative Evaluation responses; Feedback Form responses.

Discussion: As is indicated in Appendix H and Appendix I (section B 2), nearly all of the M.A. degree and two semester non-degree participants who worked on applied projects during their studies, found the activity to be highly useful. Although the projects were a useful tool in helping to bridge the gap between learnings in the U.S.A. and conditions in Nepal, it should be recognized, however, that actual implementation of the projects in Nepal depended upon many factors including new priorities within the participant's organization, in some cases being posted to a new job, working under different supervisors before and after training (New ERA found that the supervisors of seven out of nine participants had been changed [New ERA,

1980, Table 41]), and budgeting constraints. The number of projects which could actually be implemented is presently unknown.

4. Tutorial Assistance and Supplemental Instruction

Judgment: Highly useful.

Indicators: "Summative Evaluation" responses; Participant Advisor impressions.

Discussion: Tutorial assistance as well as special preparation for statistics were considered by participants to be "highly useful." Such assistance helped participants to complete and obtain high marks in a number of courses which otherwise would have been much more traumatic and less useful learning experiences. (See Appendix I, section B 3 for details).

5. Internship Experience

Judgment: Highly useful.

Indicators: "Summative Evaluation" responses; informal feedback.

Discussion: The internship experiences arranged for M.A. degree students and field attachments with schools arranged for the headmasters who received non-degree training were regarded by nearly all as highly useful. Relating the internship with the M.A. degree students' applied projects helped provide a meaningful focus to the experience. The headmasters seemed to regard their field attachments as one of the most useful activities in their program, for it gave them an in-depth view of how U.S. schools operate and permitted them to further explore areas of special interest. The activity also permitted participants to visit other places in the United States and seemed highly regarded for this reason also. (See Appendix I, section B 4 for more details).

6. Independent Studies

Judgment: Highly to somewhat useful.

Indicators: "Summative Evaluation" responses; "Feedback Form" responses; faculty impressions.

Discussion: Independent studies were faculty guided investigations by students which more formally went by the title "Investigation of Special Topics in Education." Most students found these to be very useful (as shown in AppendixH), but some of the earlier M.A. degree students found such studies to be only somewhat useful(see Appendix H and I, section B5). Apparently the perceived usefulness of these studies increased over time -- perhaps as faculty became more aware of participant needs and interests and became more experienced in dealing with these areas. Investigations aimed at acquainting participants with international writings related to their specializations were one type of independent study that were usually quite popular.

6. Public Management Development Program Studies

Judgment: Somewhat useful.

Indicators: "Summative Evaluation" responses; "Feedback Form" responses; Participant Advisor impressions.

Discussion: As shown in Appendix J, section B 6, this part of the program, taken by the first two groups of M.A. degree participants during their first months in the U.S.A., was found to be only "somewhat useful." This view is supported by responses given on the course Feedback Forms (see Appendix H for details).

It is surprising that these studies were not viewed by the participants as more useful, since this was the only University course taken which was especially designed for administrators from developing countries. However, others who took this course (in addition to the Nepalese) were attending as non-degree students at the University for training as opposed

to formal graduate studies, and the Nepalese seemed to regard their being mixed up with these"trainees"as undesirable and unnatural. They also regarded the extensive classwork involved (i.e. up to six hours a day) as undesirable. It is interesting, however, that the Nepalese from the National Planning Commission, who did not identify themselves as educators per se, regarded these studies as more useful than generally did the "educators" from the Ministry of Education and Institute of Education.

At any rate, although not taken for this reason, it appeared that the three months of PMDP studies helped the Nepalese become acquainted with lectures,reading, and writing in English, and generally assisted in preparing them to function effectively later in classes with American students at Storrs. In this regard it might be noted that later groups of participants who did not benefit from such a transition period but took an equivalent amount of work (i.e. 9 credits), had great difficulties during their first semester in completing courses taken. In fact all of these later students had "incomplete" grades at the end of their first semester of studies for at least one course taken - incomplete work being finished only after the semester had ended.

In brief, a transition period such as that provided by PMDP studies seems desireable, even if this particular aspect of the program was not as successful as anticipated.

C. Help from Advisors

1. Participant Advisor/Seminar Leader

Judgment: Highly useful.

Indicators: "Summative Evaluation" responses.

Discussion: Respondents unanimously felt that the services provided by this

advisor were "highly useful" (see Appendix I, section C 1). This indicates the desirability of having a faculty member with appropriate work experience and academic preparation who can give his full attention to a group of foreign students such as the Nepalese. The Nepalese often required extensive periods of time for academic as well as more social discussions - more time than American students who are more fluent in English and have different cultural expectations. In addition to helping plan a more relevant course of studies than might otherwise have been the case, guiding independent studies, helping to make the participants' stay in the U.S.A. more pleasant, and generally acting as a mentor, the personal attention provided also helped participants during periods of great personal stress (such as after the death of a parent, during hospitalization and other periods of illness, and during periods of academic difficulty).

2. Advisor for Area of Specialization

Judgment: Highly to somewhat useful.

Indicators: "Summative Evaluation" responses.

Discussion: As indicated previously, members of the project's Faculty Advisory Committee were also advisors to participants in their areas of specialization, took a special interest in the Nepalese, and often devoted great time and effort to assist them. Such faculty advisor help was regarded by most participants as being "highly useful" and by others as "somewhat useful" in helping to meet their unique learning needs (see Appendix I , section C 2). It was obvious that the academic and nonacademic help provided was often greatly appreciated. In some cases, however, the busy schedules of professors limited the time available for such assistance - although it was much greater than that usually provided to U.S. students.

D. Social Activities

1. Meals at Faculty Homes

Judgment: Highly to somewhat useful.

Indicators: "Summative Evaluation" responses.

Discussion: The meals at faculty members' homes were viewed by Nepalese as "highly" to "somewhat useful" in helping to meet nonacademic social needs. The meals helped establish closer relationships between the faculty and students, helped to meet at least some of the social needs of the Nepalese, and varied the somewhat routine and isolated life of these students on campus. (see Appendix I, Section D 1).

2. Trips Around Connecticut

Judgement: Somewhat to highly useful.

Indicators: "Summative Evaluation" responses; Participant Advisor impressions.

Discussion: Trips taken to places of potential interest in and near Connecticut were viewed to be "somewhat" or "highly" useful (see Appendix I, section D 2). Probably none of the Nepalese would suggest that such visits be deleted from future programs, if they could be arranged. However, more trips and visits to places unique to the Nepalese (such as the seashore, to a submarine, and places representing high American technology) seemed to be preferred to places of historic interest (such as Sturbridge Village - which in many ways is similar to Nepal as it is today, and for that reason not very interesting to some Nepalese).

E. Other

1. Learning Needs Assessment

Judgment: Somewhat useful.

Indicators: "Summative Evaluation" responses.

Discussion: Most Nepalese felt that the Learning Needs Assessment form, completed by them prior to their arrival at UCONN, was only "somewhat useful" in helping to diagnose their learning needs (see Appendix I, section E 1 for details). Apparently, this form was taken more seriously by faculty than by the participants. Usually the forms were completed over a one or two day period by participants in Nepal - perhaps too quickly for serious analysis and perhaps by participants not realizing how much importance the faculty would attach to the forms. Changes in participant assignments and work in Nepal after training was completed also helped reduce the usefulness of this approach aimed at identifying specific learning needs.

This is one part of the project which needs to be revised and improved in the future by institutions who may wish to build upon the experiences of this training effort. The information provided was, however, useful to faculty trying to help participants develop appropriate courses of study.

2. Housing in Storrs

Judgment: Satisfactory.

Indicators: "Summative Evaluation" responses.

Discussion: As a part of the project, housing was arranged for all participants who came to the university. Participants did not have to search out housing for themselves (a potentially harrowing experience for foreigners in a strange country), although they had the option to do so after their first semester of studies. The arrangements made at Storrs were judged to be "satisfactory." (see Appendix I, section E2 for details). Besides the central location of the graduate housing arranged, it might be noted that an ability to cook their own meals was important to the Nepalese. All of the Nepalese cooked such meals; and none belonged to a

regular meal plan although they did occasionally eat at restaurants and snack bars.

3. First UCONN Planning Visit to Nepal (February 1977)

Judgment: Highly successful.

Indicators: Letter from AID/Nepal; faculty impressions.

Discussion: The first UCONN visit to Nepal conducted to help plan and coordinate the training to be conducted was also quite successful, and helped set the tenor for much of the project's later activities. After the visit, USAID/Nepal's representative to the project wrote:

> Just a quick note to let you know how very successful I believe your. . . trip out here was. The reaction of people here in the Mission has been very favorable, as has also - and more importantly - that of HMG. All in all, I believe a considerable amount of solid spadework has been accomplished. I think the project is off and running with a good start. (AID/Nepal letter of 3/2/77).

The rapport established with Nepalese Government officials working on the project was maintained during the later UCONN visits of 1977, 1978, and 1979. Special planning visits made by the project's Academic Advisor during May 1978 and by the Project Manager during March 1979 helped ensure that project activities progressed smoothly and that personal contacts were maintained. In this regard it might be noted that cancellation of the 1980 UCONN visit to Nepal and changes in Nepalese and USAID/Nepal officials working on the project hampered communications during the last year of the project.

Unintended Outcomes

In addition to achievement of the project's formal objectives in most cases, this project also had a number of other outcomes as well. These included benefit's to the University of Connecticut's faculty and

students, to members of the community, to students in Connecticut schools, to other Nepalese living in the U.S.A., to the Nepalese participants themselves, and to several of their families.

As a result of the project, many University faculty became acquainted with Nepal, its culture and educational system, and in the case of those without prior international experience, became more internationally oriented. School of Education students also benefitted from the unique perspectives provided by the Nepalese during courses jointly taken as well as during special presentations about Nepal made in a number of comparative education and other cross-culturally oriented courses (ranging from Medical Anthropology to Global Education).

Residents of Connecticut also benefitted from a number of public presentations about Nepal arranged by the Nepalese and by project faculty. For example, presentations were made on "Nepalese Culture and Education" (attended by 50 persons), on "rural life in Nepal" (attended by over 100 persons), and on "Women in Nepal" (attended by 20 persons). Nepalese participation in the University's annual International Fair also informed many people about Nepal.

As a result of the project, a regional meeting of the Comparative and International Education Society was also held at the University. This meeting had the theme "The Rural World and Education" and was attended by over 90 faculty and students from around New Engiand in addition to the Nepalese participants at the University.

The Nepalese also frequently visited schools in Connecticut and made presentations about Nepal. In addition, they and project faculty were guest speakers in courses held at several of the state's colleges. Project faculty also shared their experiences in Nepal with

a number of civic associations.

Nepalese living in the northeastern United States as well as former Peace Corps Volunteers who served in Nepal, enjoyed the annual Desain Festival held at the University from 1978 to 1980. Monies collected by the University's World Education Center were also sent to Nepal via the United Nations to help furnish a Scout training center in Kathmandu.

Nepal should also benefit in the future from the expertise of three project participants who completed M.A. degree studies and continued further studies in Ph.D. programs at UCONN (R.K. Joshiand R.R. Upadhyay) and at Florida State University (D.M. Karmacharya). These participants are Institute of Education faculty who undertook these studies with AID's approval in keeping with the policy of Tribhuwan University to upgrade its staff.

And so on. Benefits both to persons in Connecticut as well as in Nepal were both numerous and varied. A number of lives have been touched by the project's activities - both lightly and in quite profound ways.

Financial Considerations

Briefly, the costs of the special training provided at the University of Connecticut were about 100% higher than the costs of more routine studies supported by USAID at United States universities.

These greater costs can be justified, in part, by the increased relevance of the training provided, by the high success rate of most training conducted, and by the expanded services provided to participants.

The cost-effectiveness of the training provided could have been more favorable if provisions had been made to train more participants at any given time. For example, if twice as many persons had undertaken M.A. degree studies, the cost per student would have decreased by about 30 %

(or approximately $10,000).

In the future it is suggested that larger numbers of students be enrolled in this kind of training at any given time, to increase its cost-effectiveness. The numbers of Nepalese trained in Connecticut could have been increased without compromising the quality of education provided.

APPENDIX A

Learning Needs Identification: Instructions for Participants of the Education Skills Training Project-Nepal

In order for the sponsors and participating agencies to assure relevance and practical impact of this Education Skills Training project, it is necessary for each participant to (1) complete a written analysis of the job for which he or she is being trained. (2) state the ways in which this job relates to the planning or implementation of the National Education System Plan, and (3) identify an action research project which the participant could develop during the training period for implementation later in Nepal. It is important that each participant obtain confirmation from his or her supervisor that the first two statements are accurate and that the proposed action research project is potentially useful to HMG.

Please write the requested information on the attached forms, obtain confirming signatures from your supervisor, and deliver the forms to Mr. Vishwa Nath Poddar, Joint Secretary, Ministry of Education, HMG. These forms must be submitted to HMG by _____. The forms will be provided to the University of Connecticut where the information will be used for preliminary planning.

Please note that all your responses should be for the job and specialization for which you are to be trained. If you are to be trained for the work you already do, describe your present job. If you are being trained for a job to be assigned after your return from the United States, then describe that job as best you can. Enlist the help of your supervisors and agency heads in describing new jobs.

BEST COPY AVAILABLE

BIOGRAPHICAL INFORMATION

A. NAME: _____

B. POSITION TITLE: LECTURER

C. ORGANIZATIONAL UNIT: I.O.E. Tribhuvan University .

D. MINISTRY OF AGENCY: Ministry of EDU. H.M.G.

E. ACADEMIC DEGREES AND AWARDS RECEIVED:

1. School Living Certificate
2. B.Ed.
3. M.ED.
4. _____

F. PREVIOUS POSITIONS HELD IN HMG.

	Position	Years in Position
1.	Senior Instructor	Nine Years
2.	Asst.Lecturer	Four Years
3.	Lecturer	Two Years
4.		

G. Major Projects or publications you have prepared during your career.

1. An attitude of the Head masters and Teachers of primary Sch.towards N.E.S.P. ~~End-use.~~
2. Co-writer of" PREPARATION OF AND USE INSTRUCTIONAL AID"
3. _____
4. _____

Biographical Information - Continued

H. Special Interests or Aptitudes Related to Education:

1. Instructional Planning and Programing
2. Primary Education
3. _____
4. _____

I. Your Long-term Career Goal for the next 10 years:

1. Academic Planner and Programer of I.o.E.
2. Professor of EDU.in I.o.E,T.U.
3. To beawritefin related area .
4. _____

J. Check specialization for which you are to be trained:

1. Education planning ..... ☐
2. Education economics ..... ☐
3. Innovation and technology ..... ☒
4. Testing and evaluation ..... ☐
5. Education research ..... ☐
6. Other (Please describe below) ..... ☐

_____

_____

_____

_____

_____

PART II: JOB TASK ANALYSIS

The job task analysis contains four parts:

1. A general description of the job mission:

   Example: "To assure an adequate supply of trained technical manpower to meet needs of the public sector."

2. Duties or functions performed with the job:

   Example: "To estimate future technical manpower requirements of HMG."

3. Tasks which must be performed to accomplish the duties and overall job mission. Each task has three parts:

   a. the action you take (one word).

   b. the object of the action (to or with what).

   c. the intended result of the action.

   A task is expressed as a sentence divided into the three named parts. Example:

Action	Object	Result
1. I survey	each Ministry of HMG once per year	in order to identify current manpower needs.

4. Competencies which a person requires to successfully perform the duties and tasks of his or her job. Competencies may be expressed as knowledge, skills, and attitudes.

   Example: - Knowledge of mode of manpower planning
   - Skill in the design of survey question series
   - Attitudes of commitment to purposes and goals of the National Education System Plan.

PART II. (Continued)

BEST COPY AVAILABLE

A. State the general mission of the job for which you are being trained.

To bring organized and improved Instructional Programing and Planning for .I.o.E.

B. State the important functions or duties performed within the job (List no more than six duties)

1. To Identify the existing instructional programe and Planningin in different campuses of I.o.E.
2. To find out adequacy of physical and teacher material facilities and subject teacher in Campuses of I.o.E.
3. To determine the improved instructional programme for different Campuses of I.o.E.
4. _____
5. _____
6. _____

C. List on the following page the tasks performed to accomplish the stated duties.

DUTY NUMBER	TASK NUMBER	ACTION	OBJECT	INTENDED RESULT
1	1	I Survey	Each Campus of I.o.E .	To identify the Present condition of Instructional Programing .
2	2	I Interview	The Campus chief and the head of Instructional of defferent Subject Committees.	Existing Instructional Planning procedures .
2	1	I Survey	The defferent Campuses of I.o.E.	To find out the existing condition of physical facilities for the improved Instructional programs .
2	2	I find out	The teaching meterial provided in different Campuses of I.o.E.	To determine the adequacy of them.
2	3	I find out	The number of teaching staff in defferent subject area in the campuses of I.o.E.	In Order to compare with the requirment of the campuses
2	4	I- Assess	The teaching and other related work load of the teachers in campuses .	In orderto find out whether the work load distribution is proper.
3	1	I Assess	The need and type of instructional procedure of defferent campuses .	To determine what type of need is required .
3	2	I Survey	Attitude of different subject teacher.	To find out the teachers attitude towards their profession.
3	3	I List	The suggestion	To improve the existence instructional pattern of I.oE.

APPENDIX A
(Continued)

BEST COPY AVAILABLE

BEST COPY AVAILABLE

D. State the competencies you think are important for successful performance of the duties and tasks that you listed.

DUTY NUMBER	TASK NUMBER	COMPETENCE REQUIRED
1	1	Knowledge of present instructional condition of different campuses .
1	2	Skill of interviewing teachnical know how.
1	3	Knowledge of physical requirement(facilities) to improve instruction .
2	2	Skill of constructing quastionnaire.
2	3	Skill of constructing opennair .quastionnaire
2	4	Skil of constructing opennair.
3	1	Skill of need assessment .
3	2	Skill of constructing attitude test .
3	3	Ability to solve problem .

BEST COPY AVAILABLE

PART III. Relationship of Your Work to the National Education System Plan.

Please summarize the parts or goals of the National Education System Plan toward which you stated mission, duties and tasks.

Since teacher education and instructional ~~of~~ improvement is one of the major parts of the N.E.S.P.,This project is directly~~pola~~ related to this goal .So it can be said that this project is highly relevant to the N.E.S.P.

PART IV. Action Research Project Proposal.

Describe a project which would assist your agency to accomplish one or more of its objectives. The project should be related to the job for which you are being trained and your contributions toward goals of the National Education System Plan.

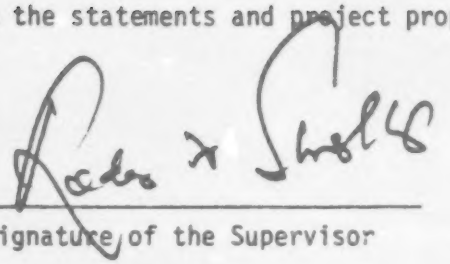
Example: "To develop a system and procedures for improving and standardizing the SLC examination in English."

To develop a system and procedure for improving student teaching programe of I.o.E. (INSTITUTE OF EDUCATION).

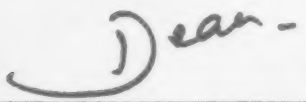
The statement and project proposal made above represent my best estimates based on current information.

Signature of Participant

I have reviewed and endorse the statements and project proposal described above.



Signature of the Supervisor



Position of the Supervisor

APPENDIX B

M.A. PARTICIPANT PROJECTS

Population Growth and Universal Primary Education: Implications for Education Planning in Nepal (Tirtha Bahadur Manandhar)

The objectives of this project were (a) to describe the impact of population growth on the Nepalese education system, (b) to analyze relationships between population growth and primary education planning and to suggest a primary enrollment target for Nepal's Six Plan (1980-85), and (c) to discuss measures necessary for speedy achievement of universal primary education in Nepal.

A Model for Integrating Supervision and Teacher Training by Radio (Dibya Man Karmacharya)

This project suggests ways that district school supervisors could be used to support a Radio Education Teacher Training Project being implemented by USAID, HMG, and the Institute of Education in Nepal.

Developing a Model Program of Competency-Based Teacher Education for Nepal (Radha Krishna Joshi)

Objectives of this project were to (a) identify competencies required of primary school language arts teachers in Nepal, (b) develop a model program of competency-based language arts education, and to (c) indicate how the model program could be implemented as an experimental project in Nepal.

Systems and Procedures for the Preparation of Standardized Achievement Tests (Sanu Man Nakarmi)

The purpose of this project was to indicate how a standardized School Leaving Examination for science could be prepared. Procedures proposed included the involvement of experienced teachers to prepare test items, and eventual preparation of a science examination which includes a laboratory component to test skills learned.

Alternative Methods and Strategies for Financing Higher and School Education In Nepal (Kritendra Kumar Malla)

This project sought to explore alternative school financing methods and to develop a strategy for financing Nepalese education that was more suitable to the realities of Nepal than existing approaches.

Projection of Manpower Requirements for Nepal: Based on a Comprehensive Health Manpower Planning Model (Tulasi Prasad Neupane)

The purpose of this project was to develop a systematic planning process for the projection of health manpower requirements in Nepal. The approach developedis meant to serve as a model for manpower planning in other areas.

To Study Alternative Approaches to Providing Vocational Education (Other than Vocational Schools) (Kanta Rimal)

The main objectives of this project were to describe alternative approaches being used to provide vocational skill training in developing countries, and to suggest approaches which seem particularly suitable for use in Nepal.

Alternative Approaches to the Testing of SLC English (Tej Bahadur Shrestha)

This project describes two approaches for improving the testing of English on the School Leaving Examination. A short range approach indicates a minimum plan of action, while a long range approach describes how more fundamental changes can be made.

M.Ed. Level Course in Economics of Education (Ram Raj Upadhyay)

This project developed an Economics of Education course for use at Nepal's Institute of Education at the M.Ed. degree level. Objectives are specified, reading materials mentioned, and guidelines for teaching and evaluation are presented.

Analysis of the Relationships Between School and Teacher Characteristics and Examination Results (Dev Raj Regmi)

This project contains a proposal to study the relationships between school, teacher, student, and environmental characteristics and success on Nepal's School Leaving Examination. Similar studies conducted in other developing countries are also summarized.

Improvement of Classroom Instruction at the Primary Level Through Supervision (Ganesh Prasad Bhattarai)

This project outlines an experimental plan for introducing the clinical supervision approach to primary schools in one district of Nepal. It focuses on improving classroom instruction in order to increase the reading ability of first grade children.

Development of a Self-Instructional Teacher Training Module (Komal Badan Malla)

This project prepared a self-instructional programmed module for the Institute of Education's diploma level course in the psychology of learning. Plans for testing, evaluating, and revising the module are also presented.

A Model for Primary School Student Teaching in Nepal (Surya Lal Karmacharya)

The objective of this project was to design an improved student teaching program and to indicate how the program can be tested and evaluated at an Institute of Education campus in Nepal.

TWO SEMESTER HEADMASTER PROJECTS

Plan for Using Knowledge Gained During My Studies At UCONN (Dhruba Bahadur Shrestha)

This plan indicates how this headmaster intends to improve administrative and supervisory practices at his school, plans for evaluating and improving teaching at the school, and describes a project for developing international understanding among his school's students.

My Plans for Instructional Improvement (Rajendra Prasad Chaudhary)

This project indicates the author's plans for improving the economic condition of his school by improving the management of lands owned by the school, opening a school shop and snackbar, introducing a lottery program, and by other techniques. Teacher evaluation, instructional supervision, student discipline, and community relations plans are also included.

Plans for Improving the Quality of Education (Bharat Kumar Pradhan)

Plans described focus upon improving the way instruction is organized, developing school goals and program objectives, improving the supervision of teachers, and introducing a contract plan which can serve as a basis for evaluating teachers.

My Program and Planning to Work in My School (Subarna Bahadur Thapa)

The main problem which this project deals with is poor student learning. Ways of improving such learning which are described include short workshops for teachers, preparation of teacher job descriptions, improving the supervision of teachers extra classes for poorer learners, improving relationships with parents, and improving health and library services provided by the school.

APPENDIX C

GUEST SPEAKERS AND TOPICS OF DISCUSSION

A. Speakers From Outside the University:

1. Dr. Gajendra Man Shrestha, Institute of Education -- "An Institutional Needs Assessment Approach to Teacher Education Programs with Special Reference to Nepal" (Ph.D. dissertation, 1977). November 1977.

2. Dr. Madan Man Shrestha, Institute of Education -- "An Evaluation Study of the Ongoing Mathematics Program for Prospective Primary School Teachers in Nepal" (Ph.D. dissertation, 1977). November 1977.

3. Dor Bahadur Bista, Visiting Professor, Columbia University -- "Rural Development and Nepalese Education". January and March 1978.

4. Sondra Zeidenstein, Consultant -- "Women's Education in Bangladesh". January 1978.

5. Dr. Samuel Brownell, Yale University -- "Education in Iran". March 1978.

6. The Honorable Dr. Ratna Shumshere J. B. Rana, Member, National Planning Commission -- "Mid Term Evaluation of Nepal's Five Year Plan". July 1978.

7. Dr. Donald K. Adams, University of Pittsburgh -- "Educational Planning in Developing Countries". December 1978.

8. Dr. Suresh Raj Sharma, Member Secretary, National Education Committee -- "Developments in Nepalese Education". August 1979.

9. Philip H. Coombs, Vice Chairman, International Council for Educational Development -- "The World Education Crisis: A Decade Later". November 1979. Participants also met with Mr. Coombs during December 1978 and October 1979.

10. Dr. Prayag Raj Sharma, Visiting Professor, Columbia University -- "Culture and Education in Nepal" November 1979.

11. Dr. Creighton Peet, Anthropologist -- "Culture and Education in Nepal". November 1979.

12. Dr. Milton Esman, Cornell University -- " Dimensions of Rural Poverty". April 1980.

13. Dr. Neil Macy, Labor Relations Consultant -- "Collective Bargaining". May 1981.

14. His Excellency Bhekh Bahadur Thapa, Ambassador of Nepal -- "Nepalese Development and U.S. Relations". May 1981.

B. University of Connecticut Faculty:

1. Dr. John W. Brubacher -- "Organizational Development and Leadership Skills", "Educational Administration", "Politics of Education". December 1977, October 1978, March 1981.

2. Dr. Herbert H. Sheathelm -- "Systems Theory". October 1977, October 1978.

3. Dr. Thomas Jones -- "Budgeting Concepts", "Educational Financing." November 1977, November 1978, November 1980, February 1981.

4. Dr. Edward Iwanicki -- "Evaluation and Decision Making", "Action Research and Decision Making Tools", "Perspectives on Nepalese Education"(based on visit to Nepal). November 1977, November 1978, December 1979.

5. Dean Mark R. Shibles -- "Modern Management Theory,""Perspectives on Nepalese Education" (based on visit to Nepal). October 1977, December 1979.

6. Dr. Richard W. Whinfield -- "Vocational Education." April 1978, March 1979, May 1980.

7. Dr. Alfred J. Mannebach -- "Vocational Agriculture Education". April 1978, March 1979, March 1980.

8. Dr. Harrey Hartley -- "Management by Objectives." January 1978.

9. Dr. Lilliana Manaya -- "Bilingual Education," April 1981.

10. Dr. Patrick Mullarney -- "Community Education" November 1980.

ORIENTATION PROGRAM

FOR NEPALESE PARTICIPANTS

Names and Specializations

Mr. Dhruba Bahadur Shrestha (School Supervision)
Mr. Suburna Bahadur Thapa (School Supervision; Ed. Administration)
Mr. Rajendra Chaudhary (School Supervision; Ed. Administration)
Mr. Bharat Kumar Pradhan (Educational Administration)
Mr. Laxmi Naryan Tamrakar (Planning and Administration)

Sunday (10 August)

6:15 p.m.	Arrival at Bradley International Airport, US AIR Flight 986
	Supper at the Pizza Restaurant, Storrs.
	Settle in at Whitney Hall

Monday (11 August)

8:00 a.m.	Breakfast at the Pizza Restaurant
9:00 a.m.	Orientation to Whitney Hall
	Tour of UCONN
	Banking in Storrs
	Laundry
	Post Office
12:00	Lunch at Hardy's
1:00 p.m.	Shopping at the Universal Food Store
	Shopping at the East Brook Mall
5:00 p.m.	Supper at Rich Pfau's

Tuesday (12 August)

10:00 a.m.	Visit to UCONN Animal Barns
	Snack at Dairy Products Sales Room
	Tour of the Town of Mansfield
12:00	Lunch in Willimantic
1:00	Shopping at Barkers and other places in Willimantic (including food)
	Movie at College Theatre (optional)

Wednesday (13 August)

10:00 a.m.	Meet Mark Shibles, Dean of the School of Education
	Introduction to the Educational Skills Training Project, School of Education (Room 103).
	Tentative Course Selection
2:30 p.m.	Tour of the Athletic Facilities, Mario Garrido, Field House (Room 9)
3:30 p.m.	Special Coffee Hour, International Center

Thursday (14 August)

9:00 a.m.	Visits to Hartford and Farmington
6:00 p.m.	(tours, IPS International, shopping)

Friday (15 August)

10:00 a.m.	Introduction to the American People (Egalitarianism, Work Ethic, Belief in Change and Growth, Pragmatism, Mobility, Sense of Mission, Self-Criticism, Emphasis on Youth), Dr. Patricia Weibust. Meet at the School of Education, Room 129
2:00 p.m.	Cultural Do's and Don'ts, Rich Pfau, School of Education (Room 103)

Saturday (16 August)

9:00 a.m.- 5:00 p.m.	Ocean Beach Trip, from International Center ($3.00)

Sunday (17 August)

Free Time

Monday (18 August)

10:00 a.m.	Use of the Main Library Catalogue, Rich Pfau, Main Library (Room 2-134A)
Afternoon	Course selection and registration

Tuesday (19 August)

10:00 a.m.	School of Education Library, Rich Pfau Main Library (Room 2-134A) and School of Education
2:00 p.m.	Contemporary American Society (The Nuclear Family, Religion, Marriage, Working Wives, Divorce Rate, Youth, the Elderly) School of Education (Room 221)

Wednesday (20 August)

10:00 a.m.	Use of ERIC, Rich Pfau, Main Library (Room 2-134A).
2:00 p.m.	Minority Cultures in the U.S. (Diversity of Minority Groups, Historical Background, Cultural Characteristics, Impact on American Culture, Current Goals and Objectives), Isnoel (Eno) Rios, Puerto Rican Center Lounge.

Thursday (21 August)

10:00 a.m.- 5:00 p.m.	Trip to Sturbridge Village, Massachusetts ($2.00)

Friday (22 August)

10:00 a.m.	Writing term papers, Rich Pfau, Library Room 2-134A
2:00 p.m.	Learning in a Foreign Culture, Dr. Robert Knapp, School of Education Faculty Lounge (Room 221)

Saturday (23 August)

Free day

Sunday (24 August)

1:00 p.m. - 6:00 p.m.	Outdoor Picnic Welcoming New International Students, International Center

Monday (25 August)

9:30 a.m.	Meet and Register at the International Center
10:00 a.m.	Finding Journal Articles (CIJE), Rich Pfau, Main Library (Room 2-134A)
1:00 p.m.	International Center and UCONN Orientation, Student Union.
5:00 p.m.	Open House at the International Center, with refreshments
6:15 p.m.	Dr. Prabha Singh Basnyet (Educational Planning) and Mr. Chandra Bahadur Khadka (Educational Administration) arrive at Bradley International Airport, USAIR Flight 986.

Tuesday (26 August)

9:00 a.m. - 5:00 p.m.	Trip to New Haven, Connecticut

Wednesday (27 August)

10:00 a.m. UN and other Government Publications, Rich Pfau, Library Room 2-134A

1:00 p.m. The U.S. Political Process (Divisions of Responsibility, Systems of Representation, Interest Groupings, Political Parties and Voting Behavior, Management of Conflict, the Presidential Elections), Dr. Howard Reiter, School of Education Faculty Lounge (Room 221)

3:00 p.m. Coffee Hour, International Center

Thursday (28 August)

10:00 a.m. - 5:00 p.m. Trip to Mystic Marinelife Aquarium (99¢) and the Mystic Seaport ($2.50), Mystic, Connecticut

Friday (29 August)

10:00 a.m. Review of Using the Library and Term Paper Writing, Rich Pfau, Main Library (Room 2-134A)

2:00 p.m. Education in the USA and Connecticut, Dr. John Brubacher, School of Education (Room 103)

5:00 p.m. Cookout at the International Center

Saturday (30 August)

9:30 a.m. - 4:00 p.m. Shopping Trip from the International Center

Sunday (31 August)

11:00 a.m. - 5:00 p.m. Trip to the Woodstock Fair

Monday (1 September)

Free time

Tuesday (2 September)

Classes begin

Wednesday (3 September)

3:00 p.m. - 5:00 p.m. Coffee Hour, International Center, with international foods and refreshments

Thursday (4 September)

12:00 Welcoming Lunch, Altnaveigh Restaurant (meet at the School of Education).

Friday (5 September)

Foreign student Welcoming Reception and Dinner, reservations are required

APPENDIX E

INTERNSHIP AND PRACTICUM EXPERIENCES

A. M.A. Degree Participants

Tirtha Badadur Manandhar - Board of Education, Hartford, Connecticut; U.S. Agency for International Development, Washington, D.C. (in economics of education)

Kritendra Kumar Malla - Board of Education, Hartford, Connecticut; U.S. Agency for International Development, Washington, D.C. (in economics of education)

Tulasi Prasad Neupane - The National Center for Vocational Education, The Ohio State University, Columbus, Ohio (vociational education & manpower planning)

Dibya Man Karmacharya - Radio Mathematics Project, Stanford University, Stanford, California (radio education)

Sanu Man Nakarmi - Basic Course, International Program in Educational Testing, Educational Testing Service, Princeton, New Jersey (test development course)

Tej Bahadur Shrestha - Basic Course, International Program in Educational Testing, Educational Testing Service, Princeton, New Jersey (test development course)

Dev Raj Regmi - International and Development Education Program, University of Pittsburgh, Pittsburgh, Pennsylvania (in educational planning)

Ram Raj Upadhyay - International and Development Education Program, University of Pittsburgh, Pittsburgh, Pennsylvania (in economics of education and curriculum development)

Ganesh Prasad Bhattarai - International and Development Education Program, University of Pittsburgh, Pittsburgh, Pennsylvania (in school supervision)

Kanta Devi Rimal - New York City Board of Education's Adult Education Program, Brooklyn, New York (nonformal education)

Komal Badan Malla - The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio (preparation of self-instructional material)

Surya Lal Karmacharya - School of Education, Indiana University. Bloomington, Indiana (practice teaching)

B. Two Semester Non-Degree Participants

Rajendra Kumar Chaudhary - Windham Public Schools, Willimantic, Connecticut (bilingual education)

Suburna Bahadur Thapa - Windham Public Schools, Willimantic, Connecticut (bilingual education)

Dhruba Bahadur Shrestha - Fay School, Southborough, Massachusetts (private school administration)

Bharat Kumar Pradhan - Keys School, Palo Alto, California (school administration)

C. Special Four Month Participants

Dr. Prabha Singh Basnyat - Department of Vocational Educational Studies, Southern Illinois University at Carbondale; International Development Education Program, University of Pittsburgh (in educational planning)

Chandra Bahadur Khadka - International and Development Education Program, University of Pittsburgh (educational administration); Mt. Lebannon Public School System, Pennsylvania; Alexandria Public School System, Virginia (in educational administration)

APPENDIX F

COURSES OF STUDY

ECONOMICS OF EDUCATION

COURSE	M.A. Group I	M.A. Group II	Non-Degree One Semester
EDAD 395: Public School Finance (3 credits)	X	X	X
EDAD 384: Economics of Education (3 credits)	X	X	-
EDAD 350: Budgeting and Resource Management (3 credits)	-	X(a)	X
ECON 250: Economic Development (3 credits)	X	-	-
EDAD 380: Educational Planning	X	X	-
EPSY 309: Quantitative Methods in Educational Research.I (3 credits)	X	X(b)	-
EDAD 300: Public Management Development Program (6 credits)	X	X	-
EDAD 384: Nepal Seminar			
I. Problems of Nepalese Education (3 credits)	X	X	-
II. Rural Education in Nepal (3 credits)	X	X	X
III. Applied Project (3 credits)	X	X	-
EHTA 300: Investigation of Special Topics:			
- Manpower Information (3 credits)	X(b)	-	-
- Educational Economics in Developing Countries (1 credit)	-	X(b)	-
- Educational Planning in Developing Countries	-	X(b)	-
EDFC 325: Foundations of Curriculum Development (3 credits)	-	X(b)	-
EDAD 387: Evaluation Processes in Educational Administration (3 credits)	-	X	-
EPSY 441: Methods and Techniques of Educational Research (3 credits)	-	X(b)	-
EDFC 331: Writing for Educational Publications (3 credits)	-	X(b)	-
Internship	X	X	-

(a) Studied by one person under title of "Educational Program Budgeting."

(b) Studied by one person

APPENDIX F (Continued)

EDUCATIONAL INNOVATION

COURSE	M.A. GROUP		
	I	II	III
EDAD 380: Educational Planning (3 credits)	X	X	X
EDAD 387: Evaluation Processes in Educational Administration (3 credits)	X	X	X
EPSY 309: Quantitative Methods in Educational Research I (3 credits)	X	X	-
EDFC 433: Media Technology in Instructional System Development (3 credits)	X	—	X(a)
EDAD 300: Public Management Development Program (6 credits)	X	X	-
EDAD 300: Training and Education for National Development (6 credits)	-	-	X
EDAD 384: Nepal Seminar			
I. Problems of Nepalese Education(3 credits)	X	X	X
II. Rural Education in Nepal (3 credits)	X	X	X
III. Applied Project (3 credits)	X	X	X
EDFC 300: Investigation of Special Topics:			
Educational Anthropology Research Methods (3 credits)	X	-	-
EDAD 300: Investigation of Special Topics:			
Educational Innovation (1 credit)	-	X	X
Systematic Classroom Observation/Practice Teaching (3 credits)	-	-	X(a)
EPSY 441: Methods and Techniques of Educational Research (3 credits)	X	-	-
EDAD 382: Public School Supervision (3 credits)	-	X	-
ESEC 337: Problems in Secondary Staff Development (3 credits)	-	X	-
EDEL 334: Teacher Effectiveness Strategies(3 credits)	-	-	X(a)

APPENDIX F (Continued)

COURSE	M.A. GROUP		
	I	II	III
EDCI 403:Open Education (3 credits	-	-	X
ESIM 402:Socio-Cultural Theories in Education (3 credits)	-	-	X(a)
EDCI 420:Elementary School Curriculum:Appraisal and Planning (3 credits)	-	-	X
PSYH 220:Learning (audit)	-	-	X(a)
Internship (see Appendix E for details)	X	X	X

(a) Studied by only one of the two persons in this group.

APPENDIX F (Continued)

EDUCATIONAL PLANNING

COURSE	M.A. GROUP I	M.A. GROUP II	NON-DEGREE Special	NON-DEGREE Two-Semester
EDAD 380: Educational Planning (3 credits)	X	X	Audit	X
EDAD 300: Project Analyses (6 credits)	-	-	-	-
EHTA 300: Investigation of Special Topics: -Manpower Information (3 credits)	X	-	-	-
EDAD 300: Investigation of Special Topics: -Educational Planning in Developing Countries (1 credit)	-	X	-	X
EHTA 345: Principles of Technical and Vocational Education (3 credits)	X	-	-	Audit
ECON 250: Economic Development (3 credits)	X	-	-	-
EDAD 384: Nepal Seminar				
I. Problems of Nepalese Education (2-3 Credits)	X	X	Audit	-
II. Rural Education in Nepal (3 credits)	X	X	-	-
III. Applied Project (3 credits)	X	X	-	-
EDAD 300: Public Management Development Program (6 credits)	X	X	-	-
EDFC 306: Philosophy of Education (3 credits)	X	-	-	-
EPSY 309: Quantitative Methods of Educational Research I (3 credits)	-	X	-	-
EPSY 313: Quantitative Methods of Educational Research II (3 credits)	-	X	-	-
EDAD 387: Evaluation Processes in Educational Administration (3 credits)	-	X	-	-
EPSY 441: Methods and Techniques of Educational Research	-	X	-	-
ENGL 103: English for Foreign Students	X	X	-	-
Intership/External Visitation	X	X	X	-
EDFC 432: Psychological Foundations of Education	-	X	-	-

APPENDIX F(Continued)

EDUCATIONAL RESEARCH

COURSE	M.A. GROUP I
EDSY 309:Quantitative Methods in Educational Research I (3 credits)	X
EPSY 313:Quantitative Methods in Educational Research II (3 credits)	X
EPSY 414:Methods and Techniques of Educational Research	X
EDAD 387:Evaluation Processes in Administration(3 credits)	X
EDAD 380:Educational Planning (3 credits)	X
EDAD 300:Investigation of Special Topics: Measuring Teaching (3 credits)	X
EPSY 344:Construction of Evaluation Instruments (3 credits)	X
EDAD 300:Public Management Development Program (6 credits)	X
EDAD 384:Nepal Seminar	
I.Problems of Nepalese Education (3 credits)	X
II.Rumal Education in Nepal (3 credits)	X
III.Applied Project (3 credits)	X

APPENDIX F(Continued)

EDUCATIONAL TESTING

COURSE	M.A. GROUP I	M.A. GROUP II
EPSY 243: Educational Tests and Measurements (3 credits)	X	X
EPSY 342: Educational Tests and Measurements Laboratory (3 credits)	X	X
Internship: ETS Course, International Program in Educational Testing	X	X
EPSY 309: Quantitative Methods in Educational Research I (3 credits)	X	X
EPSY 344: Construction of Evaluation Instruments (3 credits)	X	-
EDAD 387: Evaluation Processes in Administration (3 credits)	X	X
EDAD 380: Educational Planning (3 credits)	X	X
EDAD 300: Public Management Development Program (6 credits)	X	X
EDAD 384: Nepal Seminar		
I. Problems of Nepalese Education (3 credits)	X	X
II. Rural Education in Nepal (3 credits)	X	X
III. Applied Project (3 credits)	X	X
EDAD 300:Investigation of Special Topics: Educational Testing in Other Countries (1 Credit)	-	X

APPENDIX F (Continued)

EDUCATIONAL STATISTICS

COURSE	Non-Degree One-Semester
EPSY 309: Quantitative Methods in Educational Research I (3 credits)	X
EDAD 350: Budgeting and Resource Management (3 credits)	X
EDAD 384: Nepal Seminar - Rural Education in Nepal (3 credits)	X

APPENDIX F (Continued)

SCHOOL ADMINISTRATION AND SUPERVISION

COURSE	Non-Degree Special Two Semesters	
EDAD 383:The Principal (K-9)(3 credits)	-	X
EDAD 386:Policy Development and Practice in Educational Administration and Supervision (5 credits)	Audit	X
EDAD 387:Evaluation Processes in Administration (3 credits)	-	Audit [a]
EDAD 380:Educational Planning (3 credits)	Audit	-
EDAD 384:Nepal Seminar		
Problems of Nepalese Education (2 credits)	Audit	X
Applied Projects (3 credits)	-	X
EDAD 300:Investigation of Special Topics (1 credit)	-	X
EPSY 441:Methods and Techniques of Educational Research (3 credits)	-	Audit [b]
Practicum/External Visitation	X	X

(a) This course was taken for credit by one of the four participants enrolled.

(b) Audited by one person.

APPENDIX F (Continued)

VOCATIONAL EDUCATION

COURSE	Non-Degree One-Semester
EHTA 300: Investigation of Special Topics in Education -- Vocational Education (3 credits)	X
EDAD 387: Evaluation Processes in Administration (3 credits)	X
EDAD 384: Nepal Seminar -- Rural Education in Nepal (3 credits)	X

SEMINAR AND WORKSHOP TOPICS IN NEPAL

A. June 1977

Educational Administration (12 sessions conducted by Dr. John W. Brubacher and Richard H. Pfau)

Approaches to Educational Planning
Problems of Educational Planning in Development Countries
Techniques of Educational Policy Analysis
Analysis of Organizational Behavior
Educational Research Needs and Problems in Nepal
Educational Innovation
Problems and Techniques of Curriculum Evaluation
Techniques of Classroom Behavior Measurement
Methods of Teacher Evaluation
Methods of Educational Program Evaluation

B. June 1978

Economics of Education (6 sessions conducted by Dr. Thomas H. Jones)

Cost-Benefit Analysis
Taxation
Grants-in-Aid
Data Basis and Management Information Systems
Political Aspects of Educational Financing
Future Concerns of Nepalese Education Financing

Vocational Education (6 sessions conducted by Dr. Richard W. Whinfield)

Development of Vocational Education Goals
Planning Based on Manpower Needs
Ways of Providing Vocational Education
Curriculum Development and Methods of Instruction
Administration and Supervision at the District Level
Assessment of Vocational Education

The Study and Measurement of Teaching (6 sessions conducted by Dr. Richard H. Pfau)

Overview of Measurement Techniques
Types of Category Systems
Data Analysis
Reliability
Clinical Supervision
Research and Evaluation

C. June 1979

Research and Educational Planning (9 sessions conducted by Dean Mark R. Shibles)

The Decision-Making Process in Education
The Role of Planning in the Decision-Making Process
The Role of Research in the Decision-Making Process
The Role of Evaluation in the Decision-Making Process
The Role of Testing in the Decision-Making Process
The Approach of Science and Research
General Considerations in Research Design
Types of Research
Methods of Data Collection

Evaluation and Testing (9 sessions conducted by Dr. Edward Iwanicki)

In addition to the first five sessions held jointly with the "Research and Educational Planning" group, the following specialized sessions were held:

Developing Standardized Achievement Tests
Test Specification and Item Analysis
Developing Criterion-Referenced Achievement Tests
Program Evaluation Models
Research Design in the Evaluation of Educational Process

Measuring Teaching (11 sessions conducted by Dr. Richard H. Pfau)

Introduction to Measurement
Types of Category Systems
The Flanders Interaction Analysis Category System
Developing Observation Instruments
Data Analysis and Interpretation
Reliability and Its Estimation
Validity of Measurements
Clinical Supervision
Research on Teacher Behaviors and Effectiveness
The Activity Categories Instrument
Applications to Teacher Training
Teaching in Nepal

APPENDIX H

USEFULNESS OF UCONN COURSES:
AS INDICATED BY "FEEDBACK FORM" RESPONSES

M.A. PARTICIPANT RESPONSES

Question: Is the course providing knowledge or skills that will be useful to you in Nepal?

Course	Response Frequency				
	Not at all				Very much
	1	2	3	4	5
EDAD 384: Nepal Seminar					
I. Problems of Nepalese Education	-	-	-	-	12
II. Rural Education in Nepal	-	-	-	6	7
III. Applied Project	-	1	-	1	11
EDAD 350: Budgeting and Resource Management	-	-	-	-	1
EDAD 381: Practicum (Internship)	-	-	-	-	4
EDAD 380: Educational Planning	-	-	1	-	12
EDAD 382: Public School Supervision	-	-	-	1	-
EDAD 384: Economics of Education	-	-	-	1	3
EDAD 387: Evaluation Processes in Educational Administration	-	-	-	4	6
EDAD 395: Public School Finance	-	-	2	2	-
EDAD 300: Public Management Development Program (PMDP)					
Systems Theory	-	-	2	3	6
Modern Management Theory	-	2	2	4	3
Budgeting Concepts	1	3	1	3	2
Decision Making Tools	-	1	1	5	3
Organizational Development	-	2	3	4	2
Leadership and Supervisory Skills	-	1	1	5	4
Management Analysis and Information Systems	-	2	3	5	1
Performance Improvement Planning	-	-	-	4	2
Action Research	-	-	2	3	-
Communication Skills	-	-	-	2	3
Management Objectives	-	1	1	2	-

M.A. PARTICIPANT RESPONSES (Continued)

COURSE	Response Frequency				
	Not at all				Very much
	1	2	3	4	5
EDAD 300: Training and Education for National Development (TREND)	-	1	-	1	-
EDAD 300: Investigation of Special Topics in Education	-	-	-	2	7
EPSY 221: Educational Psychology	-	-	-	-	1
EPSY 243: Educational Tests and Measurements	-	-	-	1	1
EPSY 342: Educational Tests and Measurements Laboratory	-	-	-	2	-
EPSY 309: Quantitative Methods in Educational Research I.	-	-	1	3	5
EPSY 313: Quantitative Methods of Educational Research II.	-	-	-	-	1
EPSY 344: Construction of Evaluation Instruments	-	-	-	1	1
EPSY 441: Methods and Techniques of Educational Research	-	-	-	1	3
EHTA 300: Investigation of Special Topics (Vocational Ed. and Manpower Planning)	-	-	-	-	2
EHTA 345: Principles of Technical and Vocational Education	-	-	-	-	1
EHTA 497: Seminar in Higher Education	-	-	1	-	-
ECON 250: Economic Development	-	-	-	1	2
EDFC 300: Investigation of Special Topics (Educational Anthropology)	-	-	-	-	1
EDFC 306: Philosophy of Education	-	-	1	-	-
EDFC 325: Foundations of Curriculum Development	-	-	-	1	-
EDFC 311: Writing for Educational Publications	-	-	-	-	1
EDFC 432: Psychological Foundations of Education	-	-	-	-	1
EDFC 433: Media Technology in Instructional System Development	-	-	-	1	-

M.A. PARTICIPANT RESPONSES (Continued)

COURSE	Response Frequency				
	Not at all 1	2	3	4	Very much 5
EDEL 334: Teacher Effectiveness Strategies	-	-	-	-	1
ESEC 337: Problems in Secondary Staff Dev.	-	-	-	1	-
ESIM 402: Socio-Cultural Theories in Education	-	-	-	1	-
EDCI 403: Open Education	-	-	1	-	1
EDCI 420: Elementary School Curriculum: Appraisal and Planning	-	-	1	1	-
ENGL 103: English for Foreign Students	-	-	-	2	-
PSYH 220: Learning (audit)	-	-	1	-	-
Total Responses:	1	14	25	74	111

ONE SEMESTER PARTICIPANT RESPONSES

Question: Is the course providing knowledge or skills that will be useful to you in Nepal?

	Response Frequency				
	Not at all				Very much
	1	2	3	4	5
EDAD 384: Nepal Seminar - Rural Education in Nepal	-	2	-	-	2
EDAD 350: Budgeting and Resource Management	-	1	-	2	-
EDAD 395: Public School Finance	-	-	1	1	-
EPSY 309: Quantitative Methods in Educational Research I	-	1	-	-	-
EDAD 387: Evaluation Processes in Administration	-	-	-	-	1
EHTA 300: Investigation of Special Topics in Education -- Vocational Education	-	-	-	-	1
Total Responses:	0	4	1	3	4

TWO - SEMESTER PARTICIPANT RESPONSES

Question: Is the course providing knowledge or skills that will be useful to you in Nepal?

	Response Frequency				
	Not at all 1	2	3	4	Very Much 5
EDAD 384: Nepal Seminar					
Problems of Nepalese Education	-	-	-	1	4
Applied Projects	-	-	-	1	3
EDAD 383: The Principal (K-9)	-	-	1	2	1
EDAD 386: Policy Development and Practice in Educational Administration and Supervision	-	-	-	3	1
EDAD 300: Investigation of Special Topics	-	-	-	-	3
EDAD 300: PMDP Project Analysis	-	-	-	-	1
EDAD 380: Educational Planning	-	-	-	-	1
EDAD 387: Evaluation Processes in Administration (Audit)	-	-	-	2	1
EPSY 441: Methods and Techniques of Educational Research (Audit)	-	-	1	-	-
EHTA 345: Principles and Philosophy of Technical and Vocational Education (Audit)	-	-	1	-	-
Total Responses:	0	0	3	7	15

APPENDIX I

SUMMATIVE EVALUATION RESPONSES

CONCERNING COMPONENTS OF THE PROJECT

Note: These responses were provided by eight of thirteen M.A. Degree participants and by three of five Two-Semester Non-Degree participants who returned a "Summative Evaluation" form sent to them after their return to Nepal.

A. Orientation Activities

Participants were asked to "Please indicate the usefulness of the following activities in terms of orienting you to the University of Connecticut, to aspects of academic work with the University, or to U.S. education in general."

1. Meetings in Nepal with UCONN faculty before coming to the U.S.A.

	Frequency of Response (M.A. Degree)
A. Not useful	0
B. Somewhat useful	4
C. Highly useful	4

2. Visits to schools in Hartford, Mansfield and elsewhere.

	Frequency	
	M.A. Degree	Two-Semester
A. Not useful	0	0
B. Somewhat useful	2	1
C. Highly useful	6	2

3. Introduction to the UCONN library system (including how to identify and locate journal articles, ERIC documents, UNESCO publications, and books).

	Frequency	
	M.A. Degree	Two-Semester
A. Not useful	0	0
B. Somewhat useful	0	0
C Highly useful	8	3

4. Introduction to term paper writing.

	Frequency	
	M.A. Degree	Two-Semester
A. Not useful	0	0
B. Somewhat useful	1	0
C. Highly useful	7	3

5. Orientation activities in Washington, D.C. [at Washington International Center]

	Frequency M.A. Degree
A. Not useful	0
B. Somewhat useful	3
C. Highly useful	5

6. Introduction to UCONN in general, the Mansfield area (including housing, shopping, banking,...), and aspects of American culture.

	Frequency Two-Semester
A. Not useful	0
B. Somewhat useful	2
C. Highly useful	1

B. Academic Activiites

Participants were asked to "Please indicate the usefulness of the following activities in terms of better preparing you for your future work in Nepal."

1. Nepal Seminar (portions dealing with problems of education in Nepal, rural education, and lessons learned from other countries).

	Frequency M.A. Degree	Two-Semester
A. Not useful	0	0
B. Somewhat useful	1	0
C. Highly useful	7	3

2. Your applied project, which responded to an educational need within Nepal related to your specialization.

	Frequency M.A. Degree	Two-Semester
A. Not useful	0	0
B. Somewhat useful	1	1
C. Highly useful	7	2

APPENDIX I(Continued)

3. Tutorial assistance and special preparation for difficult courses (e.g., for statistics 309, EPSY 344,...).

	Frequency M.A. Degree
A. Not useful	0
B. Somewhat useful	0
C. Highly useful	6
D. Did not participate	1

4. Internship/practicum experience.

	Frequency M.A. Degree	Two-Semester
A. Not useful	1	0
B. Somewhat useful	0	1
C. Highly useful	6	2
D. Did not participate	1	0

5. Independent Studies (aimed at meeting needs not met by regular UCONN courses).

	Frequency M.A. Degree	Two-Semester
A. Not useful	0	0
B. Somewhat useful	3	0
C. Highly useful	4	3
D. Did not have any	1	0

6. Public Management Development Program Studies.

	Frequency M.A. Degree
A. Not useful	0
B. Somewhat useful	5
C. Highly useful	1

C. Help from Advisors

Participants were asked to "Please indicate the usefulness of the following in terms of meeting your unique learning needs at the University."

1. Help from the Seminar Leader/Participant Advisor (who was well acquainted with Nepalese education in general).

	Frequency	
	M.A. Degree	Two-Semester
A. Not useful	0	0
B. Somewhat useful	0	0
C. Highly useful	8	3

2. Help from your School of Education major advisor. [in specialization area]

	Frequency	
	M.A. Degree	Two-Semester
A. Not useful	0	0
B. Somewhat useful	3	1
C. Highly useful	5	2

D. Social Activities

Participants were asked to "Please comment on the following, in terms of helping to meet nonacademic social needs."

1. Nepalese and American meals at faculty members' homes.

	Frequency	
	M.A. Degree	Two-Semester
A. Not useful	0	0
B. Somewhat useful	3	1
C. Highly useful	5	2

2. Trips to Sturbridge Village, Yale University, Woodstock Fair,...

	Frequency	
	M.A. Degree	Two-Semester
A. Not useful	0	0
B. Somewhat useful	4	1
C. Highly useful	4	1

APPENDIX I(Continued)

3. The Desain festival.

	Frequency Two-Semester
A. Not useful	0
B. Somewhat useful	0
C. Highly useful	3

E. Other

1. Task analysis of your work and learning needs before coming to UCONN.

	Frequency M.A. Degree
A. Not useful	1
B. Somewhat useful	4
C. Highly useful	2

2. Housing at Storrs.

	Frequency	
	M.A. Degree	Two-Semester
A. Satisfactory	8	2
B. Not satisfactory	0	1

3. Do you feel that more emphasis should be placed on English language training in Nepal, before participants come to the U.S.A.?

	Frequency	
	M.A. Degree	Two-Semester
A. Yes	4	0
B. No	4	3

4. Which of the following two alternatives do you prefer?

	Frequency M.A. Degree
A. Have future participants complete some UCONN courses in Nepal, and spend less time studying in the U.S.A.	2
B. Conduct all studies in the U.S.A.	6

5. Length of time for training (i.e., two semesters). [asked of Two-Semester Non-Degree Participants]

	Frequency Two-Semester
A. Satisfactory	0
B. Unsatisfactory	3

[Participants responded that they should have been permitted to allowed to continue their studies]

BIBLIOGRAPHY

Almanac: The University of Connecticut 1980-81. (No facts of publication).

"Agency for International Development Negotiated Contract No. AID/ASIA-C-1209" (Washington, D.C.: Agency for International Development, effective date 1 January 1977).

Aryal, Krishna Raj, Education for the Development of Nepal (Kathmandu: Shanti Prakashan, 1970), p. 39.

Basic Principles of the Sixth Plan (1980-1985) (Kathmandu: National Planning Commission Secretariat, 1979).

Bloom, Benjamin S. Human Characteristics and School Learning. New York: McGraw-Hill, 1976.

Education Statistics of Nepal at a Glance (Kathmandu: Planning Division, Ministry of Education, 1979).

Evaluation of Education Skills Training Programme (Kathmandu: New ERA, November 1980).

Gue, Leslie R. Thai Evaluations of an International Development Project in Education, (Edmonton, Canada: Faculty of Education, The University of Alberta, 1974).

Markman, Roberta H. & Waddell, Marie L. Ten Steps in Writing the Research Paper (Woodbury, New York: Barron's Educational Series, 1971).

The National Education System Plan for 1971-76 (Kathmandu: Ministry of Education, His Majesty's Government of Nepal, 1971).

Nepal: The Fifth Plan (1975-1980) in Brief (Kathmandu: National Planning Commission, His Majesty's Government, 1975).

Project Paper: Education Skills Training Project. (Kathmandu: U.S. Agency for International Development, 1976).

Public Management Development Program: 1981-83 (Hartford: Institute of Public Service, 1981).

"Request for Technical Proposal No. 60070, Education Skills Training - Nepal." (Washington, D.C.: Agency for International Development, 16 August 1976).

Shrestha, Kedar Nath, "Educational Administration in Nepal: A View." In Mohammad Mohsin and Prem Kasaju (eds.) Education and Development (Kathmandu: National Education Committee, 1975), pp. 13-28.

Strunk, William, Jr. & White, E. B., The Elements of Style (New York: Macmillan Publishing, 1972).

The University of Connecticut Bulletin 1980-1981: The Graduate School (Storrs: University of Connecticut, April 1980).

Turabian, Kate L., Student's Guide for Writing College Papers, 3rd ed., (Chicago: University of Chicago Press, 1976).